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ABSTRACT

This ERIC/RCS Special Collection contains seven ERIC Digests (brief syntheses of the research on a specific topic in contemporary education) and eight FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on whole language, integrating the language arts, reading-writing relationships, literature and reading and writing, reader-response theory, communication skills, and creative dramatics. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), information on a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

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WHOLE LANGUAGE AND INTEGRATED LANGUAGE ARTS

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ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/RCS also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

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ERIC/RCS Special Collection 13: Whole Language and Integrated Language Arts

What Are *ERIC/RCS SPECIAL COLLECTIONS*?

Each *ERIC/RCS Special Collection* contains ten or more *Digests* and *FAST Bibs* offering a variety of viewpoints on selected topics of interest and importance in contemporary education. ERIC *Digests* are brief syntheses of the research that has been done on a specific topic. *FAST Bibs* (Focused Access to Selected Topics) are annotated bibliographies with selected entries from the ERIC database. Both *Digests* and *FAST Bibs* provide up-to-date information in an accessible format.

Our *Special Collections* are intended as a resource that can be used quickly and effectively by teachers, students, administrators, researchers, policy makers, and parents. The *Digests* may be consulted for a summary of, or a particular viewpoint on, the research in an area, while the *FAST Bibs* may be used as the start of a more extensive look at what is available in the ERIC database on a subject of interest.

Whole Language

Integrating the Language Arts—and Much More

"One of the liveliest current grass-roots movements among teachers in the 1990s is the Whole Language approach," according to Betty Jean Wagner, a professor at the National College of Education in Evanston, Illinois (Wagner, *Whole Language: Integrating the Language Arts—and Much More*, ERIC *Digest*, 1989). In her view, "Whole Language is a set of beliefs about how language learning happens and a set of principles to guide classroom practice." These beliefs and principles include an emphasis on the construction of meaning in reading and learning, on the personal and social uses of language, and on the involvement of the learner in choosing purposes for learning. The learner is central in this approach to teaching. In a Whole Language elementary classroom one is likely to encounter the teacher reading aloud and telling stories, and integrating the language arts by developing the curriculum around broad themes. Students are likely to be using classroom learning centers and libraries in a variety of ways, choosing which books they will read, discussing books in literature circles and other small groups, and writing and illustrating their own books. A recent ERIC/RCS *Digest* (*Reading and Writing in a Kindergarten Classroom*, by Bobbi Fisher, 1991) offers a glimpse into this sort of classroom. At the middle school and high school levels Whole Language classrooms often use integrated units on particular themes—incorporating reading, writing, the study of literature, and materials on a particular culture or region—with students very involved in the choice of topics. In Wagner's *Digest*, referred to above, there is a section describing the theory and research supporting the Whole Language approach to teaching, a philosophy that makes the child, in a sense, the curriculum developer.

Whole Language in Secondary Schools

While Whole Language has become, in many school districts, the driving philosophy behind curriculum development in Grades K-8, application at the secondary level is not so well defined. An annotated bibliography by Jerry Johns and Maria Mahnke Palumbo (*FAST Bib* No. 54, *Whole Language in Secondary Schools*) focuses on recent research and strategies that support a Whole Language approach to teaching in secondary schools. The authors include an overview and review of recent research, descriptions of program models and inservice ideas, and specific strategies for implementing important components of a Whole Language classroom.

Integrated Language Arts

In a related movement, integrated language arts, there is a combination of learner-initiated curriculum and the deliberate building of language learning around selected themes and literature.

Topics Related to Both Whole Language and Integrated Language Arts

Reading-Writing Relationships

Both the Whole Language and Integrated Language Arts approaches include an emphasis on the importance of making connections between reading and writing in ways that are meaningful to the learner. In *Reading-Writing Relationships (FAST Bib* No. 42), Jerry Johns and Roberta L. Berglund have selected a group of references from the ERIC database that may be useful in this regard.

Literature and Reading and Writing

Several recent studies support the success of a literature-based approach to literacy education—for adults as well as children. The National Reading Initiative is a network to promote reading and reduce illiteracy. Its members believe that literacy can be promoted by developing children's joy in stories and by instilling in youngsters an early love of literature through positive contact with books. In an ERIC *Digest* entitled *Using Literature to Teach Reading*, Nola Aiex has put together an overview of this approach to language arts education.

A useful annotated bibliography entitled *Reading Material Selection: K-12*, by Ruth Eppele (*FAST Bib* No. 30) is also part of this *Special Collection*. Included are guidelines for selection of appropriate reading materials for various age groups, as well as a number of suggested reading lists and other information. *Trade Books in the K-12 Classroom* (*FAST Bib* No. 52, by Jerry Johns and Susan Schuengel) has a section on "Integrated Language Arts," with references from the ERIC database that may be helpful.

In an ERIC *Digest* entitled *Integrating Literature into Middle School Reading Classrooms*, Jerry Johns and Susan J. Davis describe many different ways to make the study and enjoyment of literature an integral part of reading instruction. In another ERIC *Digest, Book-Length Works Taught in High School English Courses*, Arthur N. Applebee sets forth the results of a study recently completed by the Center for the Learning and Teaching of Literature on the books that are part of the literature currently being taught to high school students across the country. The remarkable similarity of booklists from school to school makes clear that, like it or not, a "canon" of agreed-upon works prevails in America's English classrooms.

In an annotated bibliography entitled *Writing and Literature*, Michael Shermis (*FAST Bib* No. 29) collects references on the links between writing and the study of literature. "Writing can be used in many ways in the study of literature; equally, literature may be utilized to foster invention in students' writing."

Reader-Response Theory

Many teachers who espouse either a Whole Language or Integrated Language Arts approach in their classrooms have drawn on reader-response theory as they have developed plans for literature instruction. The ERIC database offers a number of sources that can assist teachers in making use of this theory and various perspectives as to how to implement it. Some of these sources have been collected by Michael Shermis in an annotated bibliography called *Reader Response* (*FAST Bib* No. 22).

Communication Skills

Part of the task of integrating the language arts is to help students see the complex interrelationships between all the communication skills. Jerry Johns, Sharon Weber, and Katy Howe, in *FAST Bib* No. 56, *Communication Skills across the Curriculum*. focus on the integration of the essential communication skills of speaking, reading, writing, listening, and viewing into all areas of the curriculum.

Creative Dramatics

Creative dramatics may be incorporated into language arts teaching with either a Whole Language or Integrated Language Arts approach. In a *Digest* entitled *Creative Dramatics in the Language Arts Classroom*, Bruce Robbins describes a variety of ways to use dramatics to enliven language-arts teaching. A recent *FAST Bib* (*Creative Arts in the Classroom: Readers' Theater, Drama, and Oral Interpretation*, by Jerry Johns, Mary Ellen Sanders, and Sharon Weber) contains a list of sources that are explorations of ways to "humanize" reading instruction.

Other Issues

We have also included in this collection a *Digest* on *Schema Activation, Construction, and Application*, by Marino C. Alvarez and Victoria J. Risko. The authors discuss the importance of prior knowledge and incorporating new information into what students already know. Teachers with varying philosophies attempt to build on knowledge their students already have, as they master new concepts.

We hope you will find this collection useful.

More Information from the ERIC Database

In addition to the citations in the annotated bibliographies included in this collection. other resources may be found by searching the ERIC database. A few of the terms that would be useful in a search are these: Whole-Lan ;uage-Approach, Reading-Writing-Relationship, Holistic-Approach, Language-Experience-Approach, and Literature-(paired with any number of other terms).

Materials Available from ERIC/RCS

These publications, available from ERIC/RCS and the Family Literacy Center at Indiana University, may be of interest to you:

For Educators:

New Policy Guidelines for Reading; Connecting Research and Practice, by Jerome C. Harste

Two Reactions to The Report Card on Basal Readers, by Constance Weaver and Patrick Groff

Word History: A Guide to Understanding the English Language, by Carl B. Smith and Eugene W. Reade

Language Arts for Gifted Middle School Students, by Susan J. Davis and Jerry L. Johns

Critical Thinking, Reading, and Writing, by Mary Morgan and Michael Shermis

Reading Strategies for the Primary Grades, by Kim and Claudia Kätz

Working with Special Students in English/Language Arts, by Sharon Sorenson

For Parents:

101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm

Helping Your Child Become a Reader, by Nancy L. Roser

Beginning Literacy and Your Child, by Steven B. and Linda R. Silvern

How Can I Prepare My Young Child for Reading, by Paula C. Grinnell

Creating Readers and Writers, by Susan Mandel Glazer

You Can Help Your Young Child with Writing, by Marcia Baghban

Your Child's Vision Is Important, by Caroline Beverstock

Encouraging Your Junior High Student to Read, by John Shefelbine

You Can Encourage Your High School Student to Read, by Jamie Myers

For Parents and Children:

Parents and Children Together—a monthly audio journal (magazine plus audio cassette) for children, ages 4 to 10, and their parents; contains suggestions and information for parents, and read-along stories for parents and children to enjoy together

To order any of these books, please use the form at the end of this collection.

Contact Other ERIC Clearinghouses

The ERIC Clearinghouse on Reading and Communication Skills deals with reading and other communication skills among learners at many ages, and with family literacy. In addition, the ERIC system has a clearinghouse that specializes in early childhood issues and also elementary education as a whole. Please contact it for further information:

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois, College of Education
805 West Pennsylvania Avenue
Urbana, IL 61801-4897

Telephone: (217) 333-1386

Ellie Macfarlane, ERIC/RCS Associate Director
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ERIC Digest

Clearinghouse on Reading and Communication EDO-CS-91-06

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Reading and Writing in a Kindergarten Classroom

by Bobbi Fisher

- Mandy is a reader. She holds a book with ease in her lap and tells the story in her own way, including much of the language of the text that she has memorized from hearing it many times. She looks at the pictures and sometimes at me as she reads. Her story is fluent and her voice expressive.
- Sam is another reader. He has also chosen a favorite book, with a simple, familiar text. He reads slowly, word by word, and his voice often lacks expression. He is focusing on the words in the text.
- Allie is a reader, too. Her reading is supported by the meaning of the story, the flow of the language, the pictures, and what she knows about phonics.
- Taisha is a writer. She has just written a grocery list in the housekeeping area. The paper has four lines of scribble-like writing.
- Joey is a writer, too. He has drawn a picture of his house and primarily written random letters from his name all over the pages. He has labeled house, H. He reads me his story.
- Stefanie is a writer. She uses many conventions of writing. For example, she leaves spaces between words, spells some words conventionally, applies temporary (invented) spelling in others, uses vowels in every word, and starts two of the three sentences with upper case letters (Fisher, 1991).

I have begun this digest with examples of the readers and writers in my kindergarten, because whenever I talk about literacy learning I have to begin with the children and what they can do. When I "kid watch" (Yetta Goodman, 1985) and observe what the children do as they read and write, I notice many predictable behaviors that emergent and beginning readers demonstrate. But I also notice that every child is making sense out of print in his or her unique way. My job as a teacher is to help each of them continue to develop as a reader and writer.

Therefore, my definition of reading and writing includes the wide and unique range of reading and writing behaviors demonstrated by each child in my classroom. For example, reading might be reading environmental print, looking at the pictures in a book and telling a story, pointing carefully to the print, or beginning to read independently. Writing might be a drawing, scribbling, writing random letters, inventing spelling or beginning to write conventionally. In our classroom, when we refer to reading, the children and I know that we mean using books to create meaning. When we refer to writing, we know that we mean picture drawing and letters and letter-like marks.

The Environment

Our classroom is a print-rich environment. Reading and writing materials are easily accessible for the children to select and use throughout the room.

- Reading. Big books and charts with poems, songs and chants in enlarged text are displayed. Fiction and nonfiction trade books, predictable books, dictionaries, and magazines are available on library display shelves, regular shelves, plastic bins and crates, and on tables throughout the room. A listening table is available, equipped with a tape recorder, ear-

Bobbi Fisher teaches kindergarten at Haynes School in Sudbury, Massachusetts.

phones, story tapes and multiple copies of the accompanying text.

- Writing. The writing area contains a variety of paper, pencils, markers, crayons, rulers, a stapler, and a date stamp and pad. The alphabet in upper and lower case letters is hung at eye level, and cards with the alphabet and an accompanying picture representing the initial sound of the letter are accessible for the children to use wherever they are writing in the room. A plastic file crate is available in which the children file their daily drawings and writing so we have a record of their growth throughout the year.

Conditions of Learning

"To foster emergent reading and writing in particular, whole language teachers attempt to replicate the strategies parents use successfully to stimulate the acquisition of language and the 'natural' acquisition of literacy" (Weaver, 1990, p. 23). Brian Cambourne lists these conditions of learning as Immersion, Demonstration, Engagement, Expectation, Responsibility, Use, Approximation, and Response (Cambourne, 1988). In my classroom I try to create these same conditions to support children's growth and development in reading and writing. I use Don Holdaway's (1979) natural learning classroom model (Demonstration, Participation, Practice/Role Play, and Performance) for organizing the day and planning for groups and individual children.

- Demonstration and Participation. During group time, which I call shared reading, I give many demonstrations of reading and writing, and the children participate in these literacy experiences by reading along, commenting on concepts of print, and discussing the story. We read many different texts, such as predictable big books which support emergent and beginning readers, as well as poems, songs and chants, and fiction and nonfiction trade books. I model, and the children participate by using a variety of strategies that successful readers use, such as reading the sentence again, and using the beginning letter of a word to predict and confirm what it is. We discuss skills in context so the children will be able to use them as needed to create meaning as they read for a variety of purposes. I write in front of the children and they join in and participate, giving suggestions for content and helping spell the words.

All of these demonstrations are whole, meaningful, and authentic (Goodman, 1986). They take place in a non-competitive atmosphere as each child participates at his or her developmental level. Each child is a member of the literacy club (Smith, 1988).

- Practice/Role Play. Choice time follows shared reading. The children have opportunities to practice what they have observed and engaged in during the group time. I ask the children to read every day, but I give them lots of choices of what to read. They can read big books, small books, trade books, magazines, or charts or listen to a story tape. They can read alone, with a friend, or to a grownup.

I also ask the children to write every day. Usually they can choose their own topic. For example, they can write a book, write with a friend, or write in conjunction with an art project, block building, or the developmental play environment which we have set up in the room. The general writing parameters are flexible: draw a picture, write something (this varies from scribbles to labeling to conventional writing, depending on each child's development), date the piece with a date stamp, and write their name.

During choice time I watch the children and assess what they know so I can help them develop as readers and writers. I listen to them read, or conference with them about their writing. As I get to know them, I am able to encourage learning by taking that teachable moment to support growth.

- Performance. To complete the model, children need opportunities to share what they know. In our classroom sharing takes many forms. Children share their reading by reading to each other or to me and by taking a book home to read to their parents. They share their writing with their peers as they work at the writing table, make a sign for the blocks, or put their piece in the sharing basket for group sharing time. They share with me by coming to show me what they have done, and they share with their parents by taking their work home.

Classroom Goals

My goal for the children in my kindergarten is for them to become independent readers and writers (learners) for a variety of purposes. I want to help each one become a self-motivated, self-directed, self-regulated learner within a community of learners.

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ERIC Digest

Clearinghouse on Reading and Communication Skills EDO-CS-90-05

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Book-Length Works Taught in High School English Courses

Arthur N. Applebee

The Center for the Learning and Teaching of Literature has recently completed a study of the book-length works taught in high school English programs. The study is part of a series of related studies of content and approaches in the teaching of English that the Center will carry out over the next several years. Together, these studies will provide a comprehensive picture of what is being taught, to whom, for what reasons, and under what constraints. Such a portrait is an essential first step in any reassessment of the literature curriculum, providing a necessary reference point for any systematic attempts at reform.

To learn more about the book-length works that students are actually reading, the Literature Center conducted a national survey of book-length works currently being taught in public, parochial, and independent secondary schools. To provide some basis for understanding the results, the survey replicated a study completed 25 years earlier, in the spring of 1963 (Anderson, 1964). In both studies, department chairs were asked to list "for each grade in your school the book-length works of literature which all students in any English class study." Four different samples of schools were surveyed: 1) public schools, Grades 7-12; 2) independent schools, Grades 9-12; 3) Catholic schools, Grades 9-12; and 4) urban public schools, Grades 7-12, from communities of 100,000 or more.

Highlights

- The ten titles most frequently taught in public, Catholic, and independent schools for Grades 9-12 are remarkable for their consistency more than their differences: the titles included in the top ten are identical in the public and Catholic school samples, and nearly so in the independent schools.

Public	Catholic	Independent
Romeo and Juliet	Huckleberry Finn	Macbeth
Macbeth	The Scarlet Letter	Romeo and Juliet
Huckleberry Finn	Macbeth	Huckleberry Finn
Julius Caesar	To Kill a Mockingbird	The Scarlet Letter
To Kill a Mockingbird	The Great Gatsby	Hamlet
The Scarlet Letter	Romeo and Juliet	The Great Gatsby
Of Mice and Men	Hamlet	To Kill a Mockingbird
Hamlet	Of Mice and Men	Julius Caesar
The Great Gatsby	Julius Caesar	The Odyssey
Lord of the Flies	Lord of the Flies	Lord of the Flies

- When results are compiled by author rather than title, Shakespeare, Steinbeck, Twain, Dickens, and Miller are the five most popular authors in all three samples. Lee and Hawthorne also are included in the top ten in each list. The only major variation in the top ten concerns the place of Classical literature, which is stressed somewhat more in the Catholic schools (Sophocles ranks 7th) and the independent schools (Sophocles and Homer rank 8th and 9th, respectively).
- The lists of most frequently required texts show little recognition of the works of women or of minority authors. In all settings examined, the lists of most frequently required books and authors were dominated by white males, with

Arthur N. Applebee is Director of the Center for the Learning and Teaching of Literature, SUNY at Albany.

little change in overall balance from similar lists 25 years ago. In the titles required in 30% or more of the public schools in 1988, Grades 7-12, for example, there were only 2 women and no minority authors.

Public Schools, Grades 7 - 12	
Romeo and Juliet	Shakespeare
Macbeth	Shakespeare
Huckleberry Finn	Twain
To Kill a Mockingbird	Lee
Julius Caesar	Shakespeare
The Pearl	Steinbeck
The Scarlet Letter	Hawthorne
Of Mice and Men	Steinbeck
Lord of the Flies	Golding
Diary of a Young Girl	Frank
Hamlet	Shakespeare
The Great Gatsby	Fitzgerald
Catholic Schools, Grades 9 - 12	
Huckleberry Finn	Twain
The Scarlet Letter	Hawthorne
Macbeth	Shakespeare
To Kill a Mockingbird	Lee
The Great Gatsby	Fitzgerald
Romeo and Juliet	Shakespeare
Hamlet	Shakespeare
Of Mice and Men	Steinbeck
Julius Caesar	Shakespeare
Lord of the Flies	Golding
A Separate Peace	Knowles
Catcher in the Rye	Salinger
Independent Schools, Grades 9 - 12	
Macbeth	Shakespeare
Romeo and Juliet	Shakespeare
Huckleberry Finn	Twain
The Scarlet Letter	Hawthorne
Hamlet	Shakespeare
The Great Gatsby	Fitzgerald
To Kill a Mockingbird	Lee
Julius Caesar	Shakespeare
The Odyssey	Homer
Lord of the Flies	Golding
Of Mice and Men	Steinbeck
Our Town	Wilder

- Changes over time in the nature of the most popular selections were minimal. Although the popularity of specific titles has shifted over time, the canon continues to be dominated by Shakespeare and other traditional authors, with some additional attention to contemporary literature and easily accessible texts (e.g., adolescent or young adult novels).
- Most titles are regularly taught at several different grade levels. For example, of the 20 most frequently taught books in Grades 9 through 12 in the public school sample, all are taught in at least three grade levels, and 70% are taught in all four high school grades. Although most schools limit particular texts to a specific grade level, these results suggest that most titles can be taught successfully at a variety of levels.
- Although there is considerable diversity in the levels at which titles are taught, there is also some consistency in the grade levels at which specific titles are most likely to be taught.
- There is considerably more consensus about what the upper tracks are asked to read, both in terms of the percentage of schools citing each title and in terms of the amount of overlap among the lists. The lists for the lower tracks show less overlap with one another, as well as a somewhat greater proportion of relatively recent literature and of young adult novels.

The picture that is presented here is incomplete along a number of significant dimensions. It is important to remember that this survey, and the lists that result, only asked about book-length works, not about the many anthologized selections of short stories, poems, and essays that complement the individual book-length titles. The distribution of favorite authors, of works by women, and of minority literature might look somewhat different if the full range of selections were examined. Other studies from the Literature Center will clarify this larger picture.

The second point to remember is that the lists reflect titles required of all students in *any* class within a school, not of all students who take English. Thus the curriculum experienced by any given student is likely to look different from that implied in these lists; for most, it is likely to be considerably narrower. On the other hand, the lists do not include the books that students read independently, either for school or on their own. In that sense, the literary experience of American school children is likely to be considerably broader than these lists imply, at least for some children.

What the lists do reflect is the state of the high school canon—the titles and authors that for whatever reasons are most likely to find their way into the required curriculum. They thus reflect what schools explicitly value as the foundation of students' literary experience. With these lists in front of us, we have a more solid place to ground our current debates about what should be taught to whom, and why. Those debates will not be easily or quickly resolved. They involve fundamental questions about the nature of the literary and cultural experiences that students could share, as well as the

degree of differentiation that is necessary if all students are to be able to claim a place and an identity within the works that they read. The debates also involve fundamental pedagogical questions about the most effective means to help all students develop an appreciation for and competence in the reading of literature.

With these lists before us, it is time for such debates to begin.

A full report of the study is available from the Center for the Learning and Teaching of Literature (Applebee, 1989) and from the ERIC Clearinghouse on Reading and Communication Skills [ED 309 453]. The report includes details of sampling and analysis, full lists of all titles taught by any school in the sample, and further breakdown of results by grade level, by track, and by type of community served.

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ERIC Digest

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Integrating Literature into Middle School Reading Classrooms

by Jerry Johns and Susan J. Davis

With an increasing emphasis on teaching literature in reading classrooms, more teachers are looking for supplements to basal readers. Some middle school teachers are trying to integrate literature into their classrooms by teaching from literature anthologies and by using commercial novel units. Although these methods do meet the goal of using literature, there is a need for other innovative ways to involve middle school students in good literature.

Using Specific Genres

Restrepo (1988) developed a literature program for seventh graders in a middle class neighborhood in Florida where reading scores were below district and national norms. In addition to increasing test scores, Restrepo's goals were to develop an integrated program using a variety of books and to help the students develop an appreciation for literature and independence in reading. Restrepo's belief was that students should study one genre of literature at a time to widen their interests. She noted that books should not be considered in isolation but as part of a larger section in literature. By studying different genres, the students in her program were able to compare books within and across genres. Four of the genres used in this program were biography, realistic fiction, poetry, and tragedy.

Bosma (1981) developed the idea of using genre in literature by designing a unit on folktales. She noted that folktales are a good unit of study for middle school students because: they are predictable; they include stock characters; and they are loaded with adventure, humor, and rich language.

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To begin her unit, Bosma picked 120 folktales with an annotated bibliography to be used in each of two sixth-grade classes. She read a folktale to the students; then the students read one independently. She asked the students to do a variety of activities: classify the types of folktales; recognize their theme; and evaluate the use of language in them. By the end of ten weeks, 90% of the students were able to classify the folktales by type: fairy tales, animal tales, legend, and myth. In addition, she reported high levels of student interest. Folktales clearly served to involve students in literature study.

When Anderson (1985) asked sixth-grade students of all reading levels to list the types of books they choose for free reading, the lists were similar across reading levels. The students chose adventure, mystery, tall tales, fantasy, and realistic fiction. Bosma's unit plan on folktales could be extended to these types of books.

Integrating Drama

One of the genres of literature that many middle school teachers have not included in their programs is drama. Karabas and Leinwein (1985) suggest that drama be integrated into middle school education. Through drama, students can discover what is meant by being human. Drama also spurs imagination, insight, reflection, and self-knowledge. Karabas and Leinwein's objective in writing a unit on drama was to have students develop the pleasure and skills in reading and interpreting drama, to acquaint students with the dramatic tradition so they could critically evaluate current theater, and to increase the students' insights in themselves.

The unit in the curriculum includes sample lessons for a unit on *A Raisin in the Sun*. During the unit, students are asked to present a critique of the

drama and to compare their reviews with those of reviewers of other dramatic performances. They discuss the differences between a play, a novel, and a short story. Students are also asked to analyze the particular problems the playwright might have encountered. Although the curriculum is based on a single play, the lessons the authors included would be an excellent basis for a teacher interested in preparing a unit on drama.

Middle school is a time of growth for students; they are commonly called individuals between childhood and adulthood. Although middle school students are usually encouraged to "grow up," Zancanella (1987) uses poetry with his seventh graders to get them to reflect upon their childhood. Zancanella believes that middle schoolers are as nostalgic about their younger years as adults are. He suggests using Ann Sexton's poem, "Fury of Overshoes," to motivate his students to read and write about their childhood as they are trying to meaningfully connect their pasts to the present.

Responding to Literature

Teachers who ask their students to read literature independently or listen to them read may benefit from the ideas of Halpern (1986) and the Alberta Department of Education (1987). Halpern (1986) suggests that instead of the typical lesson where students read and teachers ask questions, students write about the books they have read in a response journal. She suggests that students would learn more about literature if they personally respond to the books in writing. Some of the topics Halpern encourages students to write about include whether the students were attracted or repelled by the main character, an incident that made the student angry or happy, something the student did not understand, and a prediction of what could possibly happen next.

The Alberta Department of Education (1987) recommends a similar idea for teachers who read books to their classes. They suggest that students be directed to write in a listening log. The teacher need only stop at a pre-arranged point in the story and the students then write their responses to any number of questions. Among the questions students could respond to are: what they are thinking of, if they have had a similar experience, what they are picturing in their heads, what feelings they have about the characters, and what questions they have about the story.

Success in integrating literature into middle school reading classrooms has been achieved by the systematic study of different genres of literature (e.g., folktales, drama, poetry). Through a variety of activities, students can be engaged in comparisons, contrasts, and other higher-level thinking skills. Response journals in which students react to their reading by writing, provide another avenue to promote reflection about the literature being read. Such journals have the potential to actively involve students in linking their ideas to those posed by the author, teacher, or other students.

On a more general level, to develop student interest in reading literature, teachers might try the following techniques: suggest books that match student interest; read literature aloud to their classes; give students time to read in class; and make a great number of books available to students.

Recently, there appears to be heightened interest in undertaking research on reading and language arts in the middle school. For example, the May 1989 issue of the *Journal of Reading* carries two articles about reading in middle schools, while the January 1990 issue of the same journal features "Helping Middle School Students Develop Language Facility" (Lane Roy Gauthier). The January 1990 *English Journal* focuses on strategies and techniques for English instruction in middle schools and junior high schools.

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Using Literature to Teach Reading

by Nola Kortner Aiex

The National Reading Initiative, an outgrowth of the California Reading Initiative, is a coordinating and disseminating network formed to promote reading and reduce illiteracy. Its members believe that literacy can be promoted by developing children's joy in stories and by instilling in youngsters an early love of literature through positive contact with books. [Cullinan, EJ 386 980]

Through the use of children's literature in a school reading program, youngsters can enter the world of literature while they learn to read. Works of literature can have an integral place in the earliest stages of a reading program through a teacher's practice of reading aloud [Higgins, ED 273 933]. Some language arts specialists hold that real stories and real characters are better vehicles for teaching reading comprehension than the basal readers and accompanying workbooks [Smith-Burke, ED 280 080]. At the very least, real literature could be substituted sometimes for the excerpts found in basal readers.

Recent Research

Tunnell and Jacobs [EJ 385 147] review the findings of several recent studies which support the success of a literature-based approach to literacy for various types of students, including limited English speakers, developmental readers, and remedial readers, as well as ordinary readers. They describe common elements found in different literature based programs, such as the use of natural text, reading aloud, and sustained silent reading.

Basic Resources in Primary Grades

Even young children can be involved in activities that establish positive attitudes toward reading and that pave the way for the use of children's literature as a medium for reading instruction. In the first weeks of kindergarten, many teachers use books to stimulate language development in children. Wordless books, such as Tomie dePaola's *Pancakes for Breakfast* and Turkle's *Deep in the Forest* are favorites of young children because they can enjoy following the plot without straining to decode words, and because such books free a child's imagination to interpret the author's ideas in her/his own way.

Many wordless books use a repeated pattern or a rhyme. *The Haunted House* (Bill Martin, Jr.) uses the repetition I tiptoed...No one was there. Children can delight in chanting the repeated structure while tiptoeing around the room or pantomiming other ways to move [Sampson, ED 236 534]. Children can also make personal versions of book illustrations in watercolor, paint, or collage, for example, or use a storyboard and flannel figures to tell a beloved story in their own words.

A second grade teacher in a rural Appalachian school supplements the required basal readings with familiar regional literature to teach reading to her students. The children also write their own regional stories. She finds that motivation is high with this approach, unlike the low motivation which accompanies the purely basal reader approach [Oxendine, ED 306 549].

Classroom teachers who wish to use literature for reading instruction but are apprehensive because of lack of knowledge about children's books can work closely with the school librarian or with the children's librarian at the public library [Hanzl, EJ 335 657]. A well stocked reading corner in the classroom gives children the opportunity to read a book more than once—along with the option of sometimes reading a book with no academic followup activities. Teachers themselves should read as many of the books in the reading corner as possible to become familiar with the material and to allow the children to observe and imitate their behavior [Newcastle and Ward, ED 260 377].

Assessing Literature Based Reading

How can teachers monitor a student's progress in literature based programs without skill workbooks or tests to grade? Children can write a short paragraph about a book they liked (or did not like). Teachers can develop checklists to fill out as they listen to children read. Teachers can observe whether the students (1) show interest in words, (2) can tell a familiar story, (3) can point to individual words on a page, (4) turn the pages at the appropriate time when a story is being read aloud, (5) can find a familiar book on a shelf, (6) choose to read a book or to write during free time, (7) notice words and symbols in the classroom setting, (8) spell words developmentally, (9) ask questions about print, and (10) are aware that print has meaning. Teachers should become continuous observers who monitor the child's interaction with materials in the child's educational environment.

Most parents will accept a teacher's observation that a child is making progress in reading, even without the reinforcement of test results. And a child who is an enthusiastic reader by the end of the 3rd grade will continue to develop competence in the upper elementary grades [Lamme, ED 281 151].

Basal reading programs have been criticized for being on too literal a level and for their skill-oriented nature. When children in basal-dominated programs reach the 4th grade, they often confront reading for the first time as a task that goes beyond the oral language background that has served them through the lower primary grades. Students are moved at this point into the literary tradition with vocabulary and content that outstrips what they know. They also come into contact with content area reading as science and social studies become individual disciplines separate from language arts.

Students accustomed to reading widely in nonbasal materials, however, are less perplexed by narratives of increased complexity. They have established an important connection: what reading class is really all about is reading books [Higgins, ED 273 933]. They have received instruction in reading strategies that address the growing difficulty and length of books. They have been reading in the wealth of children's literature that admirably addresses content area topics. A skillful teacher can use literature to teach the same skills that are presented in the basal readers. Children can be taught to use their background knowledge, to analyze, and to monitor their own strategies for comprehension.

Whole Language and Guided Reading Approaches

For middle level students, Cummings [ED 281 207], an elementary school teacher himself, recommends the whole language approach for the development of reading skills. His grade or class exemplifies a highly integrated literature based approach to reading. The students choose a theme, divide into groups of 3 to 5 students, select the titles they intend to read, and work out a time frame for reading. Each student keeps a reading journal to copy favorite passages and makes discussion notes dealing with literary concepts such as foreshadowing, characterization, or plot development. Orally, teacher and pupils compare and contrast plots and characters, discuss imaginative uses of language, consider the author's technique and style, examine illustrations, and make story predictions.

An essay is usually expected of the students. Both rough drafts and the revised copies are written in the journals. Literature provides examples of good writing, and much time is spent learning to write short stories. The final component of Cummings' unit establishes closure of the theme with a day of sharing reading experiences. The whole class engages in activities such as dramatic interpretation, sharing creative art projects, book talks, tape recordings, or anything else that the class can think of [Cummings, ED 281 207].

Gary and Scott Poole [ED 273 936] use novels in guided reading instruction for teaching reading comprehension to upper level elementary school students. This method means more preparation time for the teacher, who must read the book, study the vocabulary, and compose study questions. But they consider the rewards of an interested, excited class worth the extra trouble. The Pooles build background for each chapter, present the new vocabulary, and assign the chapter to be read silently. Then the chapter is either analyzed in class discussion, or the students are given questions to be answered in writing.

Teaching Guides

Several teachers' guides that focus on using literature in the reading program in the elementary grades are compiled by McClain [ED 260 381] and Hepler [EJ 374 854]. McClain emphasizes critical reading skills, while Hepler advocates teacher-developed guides. Her criterion is that a good guide should improve the quality of the reader's experience with the book—it should permit readers to examine their own responses and some of the reasons behind them.

As children grow and develop, the refining of the basic skills that make up the language arts—listening, speaking, reading, and writing—is accomplished more easily in an environment that offers the varied language experiences that come with literature. Such a program requires a teacher who is enthusiastic about using real books, knowledgeable about what kind of materials are available, and eager to help students develop interest and enthusiasm in reading.

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Whole Language: Integrating the Language Arts—and Much More

by Betty Jane Wagner

One of the liveliest current grass-roots movements among teachers in the 1990s is the Whole Language approach. Support groups for teachers, Teachers Applying Whole Language (TAWL), have sprung up all over the country. Major conventions of the National Council of Teachers of English and the International Reading Association, as well as other conferences, include well-attended sessions and informal get-togethers of teachers who want to share their commitment to Whole Language.

This commitment on the part of teachers is reflected in Vermont's requirement that all new teachers have a Whole Language background. In 1987, New York State mandated teacher attendance at seminars on Whole Language concepts. Many foresee a Whole Language approach replacing reliance on the basal reader especially in California, largely because of the California Reading Initiative.

What Whole Language Is

Whole Language is a set of beliefs about how language learning happens and a set of principles to guide classroom practice (Goodman, 1986). These include:

- The function of language—oral and written—is to construct meaning (Altwerger, et al., 1987).
- Language is both personal and social. It serves thinking and communicating.
- Speaking, listening, reading, and writing are all learned best in authentic speech and literacy events. Learners achieve expressive and communication purposes in a genuine social context (Newman, 1985).
- The learner builds on prior knowledge and operates on ever-developing "hypotheses" about how oral and written language operate (Smith, 1983).
- Cognitive development depends on language development, and vice versa (Wells, 1986).
- Readers predict, select, confirm, and self-correct as they make meaning out of print; the goal is comprehension.
- Writers choose their own purposes as they write for various audiences (themselves, peers, teachers); the goal is to make sense out of their experience and imagination.
- Learning how to use language is accomplished as learners use language to learn about the world. The focus is on the subject matter (e.g. spiders, the Oregon Trail).

What Whole Language Is Not

The Whole Language movement is in part a reaction to a trend that has characterized for several decades much of educational practice, especially at the elementary school level. This practice has focused on the mastery of reading and writing skills, leaving little time in the school day for reading for pleasure or writing on topics of one's choice. Characteristics of this conventional belief system and practice are:

- Reading and writing are best broken down into tiny components to be taught in isolation and tested as discrete units.
- Until children master the skills of phonics, word recognition, spelling, handwriting, etc., they are not ready to do actual reading or writing.

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- The sequences of isolated skills in teacher's manuals for basal readers and in standardized tests mirror developmental stages of growth.
- Children learn best when they read from simplified basal readers that tightly control vocabulary and sentence structure. For primary children such textbooks are often organized around phonic patterns.
- Writing instruction begins with handwriting and copying to master the basic skills.
- Punctuation is learned through workbook and ditto sheet exercises.
- Reading and writing competence is reflected in the scores on tests of "sub-skills."
- Children who do poorly on "sub-skills" are diagnosed as poor readers, no matter how they comprehend what they read. Children who cannot be made to work on skill sheets may be diagnosed as behavior problems.

What Happens in Whole Language Classrooms

- Teachers often read aloud or tell stories to children.
- Children choose their own reading material much of the time.
- Skills are acquired naturally in the context of meaningful oral interaction and literacy events.
- Objects and learning centers in primary classrooms frequently have labels. Sets of directions, including information on storing materials, are written on charts or activity cards to guide children's engagement with materials.
- Teachers assemble classroom libraries of trade books representing unabridged, unsimplified literature. For beginners, predictable plots and repetitive refrains invite the children's involvement as co-creators (Routman, 1988).
- Children have daily opportunities for uninterrupted reading.
- Teachers model the act of reading and writing by reading and writing themselves while the children do so.
- Teachers model reading by reading high-interest, predictable big books, pointing out the words as the children read along with the teacher.
- Teachers sometimes guide children's reading, showing them how to predict, ask appropriate questions, and map what they have read.
- Teachers foster discussions of books, encouraging learners how to talk about the moral and ethical issues presented in literature, or to connect fiction with their own lives.
- Children participate in literature circles in which they share and talk about books they have read (Atwell, 1987).
- Small groups report on information they have learned from books.
- Children turn stories into scripts, rehearse them, and present them as puppet shows, plays, or tapes.
- Children usually choose the topics they want to write about.
- Teachers sometimes demonstrate writing by putting the children's contributions onto experience charts that can then be read together.
- Children write and illustrate their own books that are shared with the class.
- Teachers coach children through the various parts of the writing process (prewriting, drafting, revising, and editing), conferencing with them at various stages.
- Children meet in small groups to read their own writing and get responses from their peers.
- Children meet in pairs to edit their written work together before copying it for publication.
- Teachers support student-centered learning by creating a literate environment, stimulating interest by helping children connect new experience with previous experience, and facilitating the learners' achievement.
- Teachers integrate the language arts by developing the curriculum around broad themes, such as Indians or mammals.
- Teachers evaluate the progress of learners by documenting their ongoing work in the classroom, analyzing their reading miscues and progress in invented spelling, and keeping portfolios of their writing to show growth (Goodman, et al., 1968).

Theory and Research Supporting Whole Language

Whole Language is consistent with the most respected understandings of how children learn, some of which go back to the early decades of this century. Whole Language is rooted in the seminal work of John Dewey, Lev Vygotsky, Jean Piaget, James Moffett, James Britton, Michael Halliday, Donald Graves, Margaret Donaldson, Gordon Wells, Glenda Bissex, Kenneth Goodman, Anne

Haas Dyson, and Shirley Brice Heath. These theorists and researchers have shown that human competence in oral and written language grows as language is used for real purposes—without formal drill, intensive corrective feedback, or direct instruction. Children learn as they engage as active agents constructing their own coherent views of the world and of the language human beings use to interact with the world and with each other. The development of writing and reading is fostered by meaningful social interaction, usually entailing oral language. Language learning is different from other school subjects. It is not a *new* subject, and it is not even a *subject.* It permeates every part of people's lives and itself constitutes a major way of abstracting. So learning language raises more clearly than other school courses the issues of integration" (Moffett and Wagner, 1983). One pervasive response to this understanding of language is the Whole Language movement.

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Schema Activation, Construction, and Application

by Marino C.Alvarez and Victoria J. Risko

Readers rely on their prior knowledge and world experience when trying to comprehend a text. It is this organized knowledge that is accessed during reading that is referred to as schema (plural schemata). Readers make use of their schema when they can relate what they already know about a topic to the facts and ideas appearing in a text. The richer the schema is for a given topic the better a reader will understand the topic.

Schema theorists have advanced our understanding of reading comprehension by describing how prior knowledge can enhance a reader's interaction with the text. Accordingly, comprehension occurs when a reader is able to use prior knowledge and experience to interpret an author's message (Bransford, 1985; Norris & Phillips, 1987). Educators and researchers have suggested numerous instructional strategies to help students activate and use prior knowledge to aid comprehension. Yet, schema theory does not explain how readers modify and create new schema when presented with novel information in texts.

Schema Activation

Because texts are never completely explicit, the reader must rely on preexisting schemata to provide plausible interpretations. Yet, there is much evidence that good and poor readers do not always use schemata appropriately or are unaware of whether the information they are reading is consistent with their existing knowledge. Also, there is evidence that students who do not spontaneously use schemata as they read will engage them if given explicit instructions prior to reading (e.g., Bransford, 1979).

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Prereading strategies have been developed to help students relate new information appearing in written discourse to their existing knowledge. The design of many of these preorganizers reflects Ausubel's (1959) definition of readiness and the purpose of their use is to create a mind set prior to reading. These preorganizers have included advance organizers (Ausubel, 1960), structured overviews or graphic organizers (Alvermann, 1981), previews (Graves, *et al.*, 1983), concept maps (Novak & Gowin, 1984), and thematic organizers (Alvarez, 1980, 1983; Alvarez & Risko, 1989; Risko & Alvarez, 1986).

Schema Construction and Application

Learning novel concepts may require the reader to connect new information to a congruent mental model. Mental models represent an individual's construal of existing knowledge and/or new information in the domain even though this information may be fragmentary, inaccurate, or inconsistent (Gentner & Gentner, 1983). A person's mental model is a representation of a particular belief based on existing knowledge of a physical system or a semantic representation depicted in a text. For example, a person may hold a belief that balls are round, inflatable and are made to bounce. However, this person may encounter a football (an ellipsoid) that is kicked or thrown, or ball bearings that are solid, or a bowling ball that is solid and has holes drilled into it for the purpose of rolling rather than bouncing. This new knowledge is integrated into a new, more complex, mental structure about the shape, substance, form, and function of balls.

As Bransford (1985) points out, schema activation and schema construction are two different problems. While it is possible to activate existing schemata with a given topic, it does not necessarily

follow that a learner can use this activated knowledge to develop new knowledge and skills. Problem solving lessons and activities can provide learners with situations that aid in schema construction which includes critical thinking. Critical thinking theory enables a reader to analyze an ambiguous text. When versed in this process, a reader can either weigh alternative interpretations, dismiss others, make a decision to evaluate multiple possibilities, or accept the information as being reasonable. This process helps students to modify or extend their mental model, or existing knowledge base, for target concepts.

Several teacher-directed and self-initiated activities can be used to promote schema construction and application of knowledge to novel situations. Four such strategies that are designed to foster shared meaning between and among teachers and peers are: cases, interactive videodiscs, hierarchical concept maps, and Vee diagrams.

Cases that present learners with single and varied contexts across disciplines provide learners with scenarios that can be discussed and analyzed from multiple perspectives (e.g., see Christensen, 1987; Spiro, *et al.*, 1987). These cases can include written documents, recorded (musical as well as narrative) interludes, paintings, artifacts, video portrayals, and other pertinent substances and materials. Another teacher-directed strategy is the use of interactive videodiscs. Bransford and his colleagues are developing episodes, revolving around problem-oriented learning environments, that can be computer-accessed by learners to invite critical thinking and schema construction (see Bransford, *et al.*, 1989; Bransford, *et al.*, in press).

Hierarchical concept maps and Vee diagrams are two methods that students can initiate on their own for schema construction and application. Hierarchical concept maps (Novak & Gowin, 1984) are designed to help the reader clarify ambiguities of a text while simultaneously revealing any misconceptions that result from a reading. More importantly they provide the learner with a tool from which to initiate ideas that can be shared by visual inspection with someone else. The Vee diagram (Gowin, 1981/1987) is a method by which a learner can learn about the structure of knowledge and knowledge-making within a given discipline and use this knowledge in novel contexts.

Students can be taught to incorporate new information into their existing world knowledge. This can be accomplished through teacher guided instruction and self-initiated strategies that includes methods and meaningful materials that induce critical thinking with conceptual problems. In order for schema construction to occur, a framework needs to be provided that helps readers to elaborate upon new facts and ideas and to clarify their significance or relevance. Students need to learn more about themselves as learners. Notable in this learning context is the relationship between facts and ideas learned in formal school settings and those encountered in everyday learning environments. Perhaps within this inquiry we will be led to discover the ways individuals choose to relate new information to existing schemata and how this new information influences their future knowledge and decision-making.

Additional material on schemata can be found in the ERIC database. Some recent articles are:

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Creative Dramatics in the Language Arts Classroom

by Bruce Robbins

It is ironic that although most English teachers consider drama to be within their curricular domain, drama is used more often as a teaching method in other disciplines. Dramatic techniques such as role playing and simulations are well documented in social studies and history, business and vocational, foreign language, counseling, and even science classes; but according to recent reports (Applebee, 1984; Goodlad, 1984) dramatic techniques are rarely used to teach language arts classes in the U.S., especially at the secondary level. English teachers tend to relegate drama to theater courses, isolating drama techniques from most English classrooms. Yet, the literature on classroom drama suggests that there is considerable untapped potential for using drama as a teaching method.

Experts emphasize that using dramatic techniques as a teaching method is not the same thing as teaching theater. Theater is an art form which focuses on a product, a play production for an audience. Drama in the classroom—often referred to as *creative dramatics* to distinguish it from theater arts—is informal and focuses on the process of dramatic enactment for the sake of the learner, not an audience. Classroom drama is not learning *about* drama, but learning *through* drama. Charles Combs (1988) explains:

While drama is informed by many of the ideas and practices of theater art, it is principally valued as a learning medium rather than as an art form, and is governed and validated through criteria other than aesthetics. Informal drama's goals are based in pedagogical, developmental and learning theory as much or more than they are arts based; its objectives are manifold, but they are all directed toward the growth and development of the participant rather than the entertainment or stimulation of the observer. (p.9)

Drama is a Highly Valued Teaching Technique

In dramatic activities, students use and examine their present knowledge in order to induce new knowledge. Bolton (1985) points out that while much school learning is an accruing of facts, drama can help students reframe their knowledge into new perspectives. Dramatic activity is a way of exploring subject matter and its relationships to self and society, a way of "making personal meaning and sense of universal, abstract, social, moral, and ethical concepts through the concrete experience of the drama." (Norman, 1981, p. 50, as quoted by Bolton, 1985, p.155)

According to Dorothy Heathcote (1983), an important value of using drama in the classroom is that "in drama the complexity of living is removed temporarily into this protected bower so that children not only can learn it and explore it, but also enjoy it." (p.701)

Heathcote also emphasizes the way drama encourages enactment of many different social roles and engages many levels, styles, and uses of language. Language is the central tool and concern for Heathcote, who notes the crucial nature of communication in society and places communication at the center of the educational system.

Other researchers and theorists also attribute many benefits to using drama in the classroom. In *Dramatics and the Teaching of Literature,* James Hoetker (1969) contends that drama increases creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and examination

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of moral attitudes, while developing communication skills and appreciation of literature. Hoetker describes drama as a method of better accommodating students whose learning styles are visual or kinesthetic, of teaching critical skills, and of producing aesthetic experiences with literature.

Most of the research on drama in the classroom has been done at the primary level, where drama has been found to improve reading comprehension, persuasive writing, self concepts, and attitudes toward others (Pellegrini and Galda, 1982; Gourgey, 1984; and Wagner, 1987). In her research with high school students, Renee Clift (1983) found that students using dramatic enactment performed as well as students in traditional lecture, discussion, or seatwork modes. Moreover, they experienced more instances of higher order thinking, more topic-specific emotions, decreased apprehension, and less topic-irrelevant thought than students in the non-dramatic mode.

Benefits Can be Gained with Varied Applications

Drama has many applications in the classroom. The teacher may work *in role*, as Dorothy Heathcote (1985) demonstrates, assuming for herself and her students the "mantle of the expert." With this role-playing technique, teacher and students might assume the attitudes and language of present-day scientists planning a Bronze-Age community; or they could become monks who find an ancient manuscript and must decide what should be done with it.

Whether students become the town council in "The Pied Piper" (Tarlington, 1985), government officials in Farley Mowat's *Never Cry Wolf* (Barker, 1988), or representatives of the publishing industry (Martin, 1982), teacher and students collaboratively construct their imaginary world. The gradual construction and exploration of this world results in a better and more personal understanding of the central issues being studied.

Improvisation takes many useful forms besides role playing. Theater guides like Viola Spolin's classic *Improvisation for the Theatre* (1963) provide a wealth of activities, but the most successful improvisations are those derived from the work at hand. For example, a class might dramatize what it is like to be an outsider while reading Faulkner's "A Rose for Emily" (Bailey, 1982) or might simulate being survivors on a deserted island before beginning Golding's *Lord of the Flies (Sheehy, 1982). Catherine Hrybyk's (1983) class improvised a trial of Nora Helmer from Ibsen's The Doll House, and Helen Sheehy's (1982) students worked in interpretive groups to enact the ways Nora might make her final exit, reflecting all they knew about Nora's character and situation.*

Other techniques useful in the classroom are readers' theater and choral readings and writing and producing radio programs, television screenplays, or documentaries. Students develop both an understanding of and appreciation for literary genres and for particular works of fiction by writing scripts from fiction or writing fiction descriptions from play scenes.

Dramatic activity is a useful way to begin a piece of literature or to generate ideas for writing. Drama can encourage students to explore, clarify, and elaborate feelings, attitudes, and ideas. Because drama requires students to organize, synthesize, and articulate their ideas, it provides an excellent opportunity for reflection and evaluation at the conclusion of a unit of study.

The Teacher Plays the Role of Facilitator

In using drama in the classroom, the teacher becomes a facilitator rather than an authority or the source of knowledge. Hoetker (1969) warns that "the teacher who too often imposes his authority, or who conceives of drama as a kind of inductive method for arriving at preordained correct answers, will certainly vitiate the developmental values of drama and possibly its educational values as well." (p.28)

Classroom drama is most useful in exploring topics when there are no single, correct answers or interpretations, and when divergence is more interesting than conformity and truth is interpretable. As Douglas Barnes (1968) puts it, "Education should strive not for the acceptance of one voice, but for an active exploration of many voices." (p.3)

As collaborator and guide, the teacher sets the topic and starts things in motion, but the students' choices determine the course the lesson will take. The teacher encourages students to take the major responsibility for giving meaning to the curricular concepts and to communicate them through action, gesture, and dialogue. Heathcote (1983) says that the teacher and students make a journey into new territory together. Cecily O'Neill (1985) writes, "The dramatic world of educational drama is most valuable both educationally and aesthetically when its construction is shared and its meanings negotiated." (p.160)

Constructing shared, negotiated meanings requires that teachers feel secure enough to give students center stage in the classroom. Practitioners advise interested teachers to begin by devising brief

activities, to use familiar subject matter, and to resist making hasty judgments. Hoetker (1969) cautions that "development through drama is a gradual, cumulative process, and it is very uncertain what may be the developmental timetable, especially if drama is only an occasional activity." (p.29) However, with practice, teachers of English will discover that the use of drama techniques in the classroom can become a vital part of their teaching repertoire.

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a *FAST Bib* by the
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Creative Arts in the Classroom: Readers' Theater, Drama, and Oral Interpretation

by Jerry Johns, Mary Ellen Sanders, and Sharon Weber

This bibliography focuses on the integration of the creative arts into classroom. It is organized into three sections: Overview, Readers' Theater, and Dramatic Production and Interpretation. The entries in these sections should help teachers discover how the use of the creative arts can become a vital part of their curriculum. Because there was not consistency with the term "readers' theater" (singular or plural and spelling of theater), the annotations reflect the authors' usage.

Overview

Cowen, John E., ed. *Teaching Reading through the Arts*, Newark, Del.: International Reading Association, 1983. 116p. [ED 226 339]

Explores ways of using the arts in humanizing reading instruction and developing lifetime readers. Offers many creative articles to help reading and classroom teachers provide their students with educational experiences that will not only help them master basic skills but also affect their capacity for aesthetic appreciation, growth, and sensitivity.

Robbins, Bruce. "Creative Dramatics in the Language Arts Classroom." ERIC Digest. ERIC Clearinghouse on Reading and Communication Skills, 1988. 3p. [ED 297 402] Available from ERIC/RCS.

Suggests that there is considerable untapped potential for using drama as a teaching method in the English classroom, including improvisation; role-playing; readers' theater; choral readings; and writing and producing radio programs, television screenplays, or documentaries. Stresses that the use of drama in the classroom helps the teacher to become a facilitator rather than an authority or the source of knowledge. Notes that drama techniques in the classroom can become a vital part of a teacher's repertoire.

Stahlschmidt, Agnes D. "Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students." Portions of this paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. 9p. [ED 305 654]

Includes annotations of library resource materials in the following areas: (1) "Identifying Titles for Reading Aloud"; (2) "Learning to Express Yourself: Puppetry, Reader's Theater, Storytelling"; and (3) "Just for Fun: Literature Activities."

Readers' Theater

Ediger, Marlow. "Reader's Theatre in the Curriculum." 1989. 9p. [ED 306 619]

Suggests that reader's theater has much to offer at all levels of student development. Defines principles of learning from educational psychology that need to be emphasized, including: meaningful experiences for students; provision for individual differences among students; and appropriate sequence in learning. Focuses on information which should be included in in-service education.

Hall, Donna R. "Oral Interpretation: An Approach to Teaching Secondary English." Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association, 1987. 15p. [ED 280 106]

Suggests that oral interpretation facilitates the learning processes of adolescents by making the presentation of subject matter more interesting and meaningful to them, helping them feel involved, and providing them with an opportunity to perceive literature in action. Presents prose, poetry, and drama in a storytelling, choral reading, or readers' theatre format as an exciting way to explore literature and to stimulate productive student endeavors.

Kelly, Patricia P. "Performing Literature," *English Journal*, v72 n8 p62-63 Dec 1983.

Provides an annotated bibliography of sources that will help teachers select materials and structure activities in oral interpretation,

readers' theatre, improvisation, and creative speaking for the English classroom.

Miller, Cynthia A. "Concepts for Adapting and Directing a Readers' Theatre Production: Symbolism, Synecdoche, and Metonymy," *Communication Education*, v33 n4 p343-50 Oct 1984.

Clarifies the principles behind preparing a piece of literature for a Readers' Theatre production. Uses Sylvia Plath's autobiographical novel, *The Bell Jar*, as an example.

Miller, Gail. "Scripting Oral History: An Examination of Structural Differences between Oral and Written Narratives." Paper presented at the Seminar/Conference on Oral Tradition, 1983. 17p. [ED 225 225]

Suggests that while the availability of both oral and written historical narratives provides the Readers' Theater adapter with a rich opportunity to experiment with mixing oral and written narrative styles in documentary form, those who plan to use such mixing must consider the differences between oral and written narratives.

Piccinino, Barry. "Have You Tried Readers' Theater in Your Reading Classroom?" Paper presented at the Annual Conference of the Western College Reading and Learning Association, 1989. 12p. [ED 311 405]

Advocates the use of readers' theater in the college reading classroom. Discusses the definition of readers' theater; its advantages and disadvantages; choices of materials and suggested materials; cutting and adaptation; classroom use; personal considerations; physical arrangement and movement; rehearsal; onstage and offstage focus; and group self-evaluation.

Ratliff, Gerald Lwee. "Readers' Theatre: A Basic Approach to Teaching Literature," *Teaching English in the Two Year College*, v12 n1 p48-51 Feb 1985.

Provides an overview and several examples of the "readers' theatre" approach to teaching literature, which dramatizes literature to provide both a visual and an oral stimulus for those unaccustomed to using imagination to experience literary works.

Shanklin, Nancy L.; Rhodes, Lynn K. "Comprehension Instruction as Sharing and Extending," *Reading Teacher*, v42 n7 p496-500 Mar 1989.

Asserts that students' reading comprehension is enhanced by sharing personal text interpretations through social interaction in the reading classroom. Presents three lessons which encourage sharing and extending text comprehension by exploring text meaning through art; by developing a Readers' Theatre script; and by shifting question-asking responsibility to students.

Swanson, Charlene C. "Reading and Writing Readers' Theatre Scripts." *Reading Around Series* No. 1. Australian Reading Association, 1988. 5p. [ED 296 293]

Describes the processes involved in executing a readers' theatre. Outlines the procedures for implementing readers' theater in the classroom: (1) finding or writing scripts; (2) introducing and assigning parts; (3) rehearsing; (4) reassigning parts; (5) planning a performance; and (6) finally performing. Concludes that the major benefits of readers' theater are increased oral reading, a deeper and more meaningful understanding of the elements of story such as character and plot development, and exposure to new books.

White, Melvin R. "Unusual Uses/Audiences for Readers' Theatre." Paper presented at the Meeting of the American Conference of the Communication Association of the Pacific, 1982. 19p. [ED 224 075]

Explains how from the beginning, readers theatre performances generally have been held in academic or theatrical settings and have relied heavily on literary scripts; where as now, readers theatre performers are finding a wider range of audiences and materials for their use. Discusses how special audiences such as elementary and secondary schools, schools for the physically handicapped, prisons, retirement homes, churches, and recreational camps have prompted performers and teachers to look for new sources of materials and to develop their own without relying on traditional literature.

Dramatic Production and Interpretation

Blake, Robert W. "The Play's the Thing: Showing Middle School Students How to Read a Play, 'The Monkey's Paw'." 1987. 14p. [ED 284 316]

Provides a lesson plan based on W. W. Jacob's dramatic play, *The Monkey's Paw*, which is intended for middle school teachers interested in helping students learn how to read and see a play by themselves. Discusses the general instructional objectives that students should attain after having read, discussed, and interpreted a well-made and worthwhile play. Considers various strategies for teaching the play, including how much time to spend on background, reading the play as a script, and basic terms for dealing with the structure (plot). Concludes with

a list of eight different ways to evaluate the students' success in learning about the play and with a brief coda that reiterates the purpose of the lesson plan and its usefulness for future studies of dramatic texts.

Hayes, David. "Children as Storytellers," *Reading Horizons*, v29 n2 p139-46 Win 1989.

Encourages the use of storytelling in the classroom as a method for developing verbal, written, and reading skills , as well as nonverbal communication skills. Offers guidelines and specific activities for involving students in storytelling.

Karabas, Gertrude; Leinwein, Rochelle. *Teaching Literature Grade 9: Integrating the Communication Arts. Drama. Experimental*. New York City Board of Education, Division of Curriculum and Instruction. 1985. 72p. [ED 290 154]

Demonstrates a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of the drama in the ninth-grade classroom. Begins with an introduction to teaching drama. Discusses teaching drama as both literature and theater, and developing skills in play reading. Includes worksheets containing techniques for playreading and a checklist of questions for readers of plays; material on approaches to teaching drama and on using drama to teach reading skills; and a description of a resource unit on teaching the play, *A Raisin in the Sun*, by Lorraine Hansberry. Includes fourteen sample lessons centered around *A Raisin in the Sun*.

Manna, Anthony L. "Curtains Up on Contemporary Plays," *English Journal*, v73 n6 p53-56 Oct 1984.

Discovers the lack of attention given to plays for young adults in most published booklists, and includes a list of recent works for junior and senior high readers.

Stewart, Robert. "Lesson Plan Takes Puzzle out of Play Reading." 1985. 7p. [ED 269 823]

Presents a lesson plan intended to foster playreading skills in high school students. Teaches essential ingredients of a play in a single class period which can be used verbatim or adapted as desired. Includes a phase for motivating student interest in reading plays, a discussion of the skills needed for reading a script, and a description of the nine parts of a stage.

Theater Arts; A Thematic Approach to Integrating the Communication Arts. High School PREP. New York City Board of Education. 1985. 130p. [ED 281 266]

Uses a theater arts thematic approach to demonstrate ways listening, speaking, and writing activities can be built around the study of works of literature. Presents activities and sample lessons to help students develop an awareness of the interrelationships between performance and the language arts. Consists mainly of sample lesson plans for the following: (1) preparatory activities, (2) unit based on a play, (3) mythology unit, (4) short story unit, and (5) unit based on a novel. Concludes with two appendixes, one providing definitions of readers' theater and the other an annotated bibliography of sources on oral interpretation and readers' theater.

Waack, William L. "Theater Programs in the Small High School: Creation, Maintenance, Enrichment," *NASSP Bulletin*, v72 n504 p111-17 Jan 1988.

Suggests that small high schools on a limited budget do not have to sacrifice a theater program. Explains how teacher/director can use basic materials to develop an outstanding program based on units within the language arts curriculum, mini-courses, staged readings, or productions of original plays.

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Focused Access to Selected Topics No. 56
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Communication Skills across the Curriculum

By Jerry Johns, Sharon Weber, and Katy Howe

This *FAST Bib* focuses on the integration of the essential communication skills of speaking, reading, writing, listening, and viewing into all areas of the curriculum. Based on entries to the ERIC database, the bibliography contains selected references from 1987 to 1990, and is organized into three sections: (1) Overview, (2) Language Arts Applications, and (3) Special Curriculum Applications.

Overview

Blazer, Phyllis C. "Whole Language Annotated Bibliography." 1989. 8p. [ED 307 595]

Begins with a brief introduction which summarizes the characteristics of whole language theory. Includes a 28-item annotated bibliography of books and journal articles, many of which are 1988 and 1989.

Bromley, Karen D'Angelo. "Language Arts: Exploring Connections." 1988. 490p. [ED 308 507]

Advocates that language learning be incorporated throughout the curriculum. Contains the following chapters: (1) "Language Arts and the Beginning of Language"; (2) "A Literature Foundation"; (3) "Composing and Comprehending via Literature"; (4) "Connections: Listening and Reading"; (5) "Listening: A Comprehending Process"; (6) "Reading: A Comprehending Process"; (7) "Connections: Speaking and Writing"; (8) "Speaking: A Composing Process"; (9) "Writing: A Composing Process"; (10) "Connections: Comprehending and Composing"; and (11) "Managing an Integrated Language Arts Program."

Chew, Charles R. "Whole Language: Not the Sum of Its Parts." Paper presented at the Meeting of the Catskill Whole Language Conference, 1987. 16p. [ED 286 181]

Recognizes that students come to the classroom knowing something about language use, and that their prior knowledge must be built up and used to help them comprehend and use language experiences. Notes that the integration of language arts skills can empower students and build their confidence, and thus improve students and society as a whole.

Combs, Martha, ed. "National Reading and Language Arts Educators' Conference Yearbook." Papers from the National Reading and Language Arts Educators' Conference, 1987. 104p. [ED 294 160]

Covers a variety of topics in the field of language arts instruction, such as creative writing instruction, reading assessment from a Whole Language perspective, journal writing, and strategies for modifying commercial reading materials.

Cousin, Patricia Tefft. "Toward Better Use of Improved Textbooks," *Reading Research and Instruction*, v29 n1 p61-64 Fall 1989.

Recommends teaching suggestions which focus on three broad areas: (1) strategies for teaching textbook organization; (2) strategies for using graphics to organize the information covered in the text; and (3) the use of an integrated approach to content area teaching.

"English Language Arts Syllabus K-12. A Publication for Curriculum Developers. 1988. [ED 299 578]

Outlines general criteria for an effective integrated curriculum in English language arts, suggests the instructional objectives that need to be addressed, and provides direction for the evaluation of student progress and program effectiveness.

Farris, Pamela J. "From Basal Reader to Whole Language: Transition Tactics," *Reading Horizons*, v30 n1 p23-29 Fall 1989.

Offers suggestions in the areas of classroom management, instructional strategies, and evaluation to assist in making a smooth transition from the basal to the whole language program.

Farris, Pamela J.; Kaczmarski, Debra. "Whole Language, A Closer Look," *Contemporary Education*, v59 n2 p77-81 Win 1988.

Discusses whole language learning in terms of its rationale, practical applications, implica-

tions for how communication skills are taught, and classroom implementation.

Gambell, Trevor J. "Communication across the Curriculum: A Common Essential Learning for Saskatchewan Students. A Study Completed for Saskatchewan Education Core Curriculum Investigation Project." 1987. 69p. [ED 286 221]

Recommends a method for integrating communication across the curriculum in Saskatchewan (Canada) schools, from kindergarten to grade 12. Defines communication skills as essential learning in education that consists of speaking, reading, writing, listening, viewing, and other forms of nonverbal communication.

Goodman, Kenneth S.; and others. "Language and Thinking in School: A Whole-Language Curriculum. Third Edition." 1987. 417p. [ED 278 987]

Explores many possible relationships among language, thought processes, and education. Presents designs to synthesize modern views of language and linguistics, literature and semiotics, and thinking and knowing that are pertinent to education.

Language Arts Applications

Bainter, Dolores; and others. "Using Literature to Teach in All Curriculum Areas K-3." Paper presented at the Annual Northern California Kindergarten Conference, 1988. 69p. [ED 294 694]

Presents ideas for learning activities that use books and stories to teach language arts, art, cooking, movement, health, and math to kindergarten and primary school students. Includes materials designed to be duplicated and handed out to students.

Britton, James. "Writing and Reading in the Classroom. Technical Report No. 8." 1987, 29p. [ED 287 169]

Notes that reading and writing should be interactive in the same way that listening and learning to speak are interactive. Describes several teaching methods designed to integrate the teaching of reading and writing on elementary and secondary levels.

Cooter, Robert B., Jr.; Flynt, E. Sutton. "Blending Whole Language and Basal Reading Instruction," *Reading Horizons*, v29 n4 p275-282 Sum 1989.

Describes a program in a first-grade classroom in a rural school district which integrates holistic and direct instructional ideas by using the basal reader as one part of an otherwise holistic literacy program.

"English-Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve." 1987. 62p. [ED 288 195]

Presents a philosophical and practical framework for a literature-based English language arts curriculum that will encourage students to read widely and in depth, write often in many formats, study important writings from many disciplines, and relate these studies meaningfully to their own lives.

"English-Language Arts Model Curriculum Guide, Kindergarten through Grade Eight." 1987. 41p. [ED 288 193]

Sets guidelines for the elementary and middle school English language arts curriculum. Suggests a learning sequence—core, integrated, and across the curriculum—and delineates concepts, skills and activities appropriate for learners in kindergarten through grade eight.

Hewitt, Amelia M.; Roos, Marie C. "Thematic-Based Literature throughout the Curriculum." 1990. 14p. [ED 314 718]

Includes a review of the current literature about literature-based programs and a thematic unit on dinosaurs developed across the curriculum at the kindergarten level. Includes thematic units on letter recognition, language arts, math, social living, arts, physical education, story time, music and computer. Presents activities in math, science/health, social studies, language arts, and arts for use with four trade books.

Johnson, Terry D.; Louis, Daphne R. *Literacy through Literature*. Revised edition. 1987. 160p. [ED 285 204]

Offers teachers ideas for using children's literature and related activities as an alternative to basal readers to make learning language skills enjoyable for students.

Leavitt, Tamara Day. "Integrating Reading and Writing Instruction at the Primary Level." 1987. 12p. [ED 286 158]

Suggests that integrating reading and writing at the primary level is important because writing and then reading back what has been written gives purpose to both. Points out that this integration starts by encouraging beginning students to create a purpose for paying attention to features of written language such as letter-sound correspondences, the ordering of letters in words, and the left-to-right nature of English print, all of which is knowledge used in reading. Emphasizes the interdependence of reading and

writing rather than creating the illusion of division between the two.

Scott, Diana; Piazza, Carolyn L. "Integrating Reading and Writing Lessons," *Reading Horizons*, v28 n1 p57-64 Fall 1987.

Describes a cooperative endeavor between university and public school professionals in integrating reading and writing lessons.

"Secondary School Reading: A Position Statement from the International Reading Association." 1989. 7p. [ED 308 493]

Recommends changes for secondary school reading programs and suggests that reading instruction be taught throughout all years of schooling if students are to become successfully functioning citizens.

Shanahan, Timothy. "The Reading-Writing Relationship: Seven Instructional Principles," *Reading Teacher*, v41 n7 p636-47 Mar 1988.

Proposes seven instructional principles based upon research on the reading-writing relationship and suggests specific techniques for each principle.

Special Curriculum Applications

Berg, Marlowe, Ed. "Integrating Ideas for Social Studies," *Social Studies and the Young Learner*, v1 n3 psi-4 Jan-Feb 1989.

Presents examples of activities and strategies that integrates different areas of the curriculum with social studies.

Burgess, Barbara J. "Researching Skills: They Need Them When They Need Them," *Catholic Library World*, v59 n3 p116-17 Nov-Dec 1987.

Suggests a method for teaching research and other media center skills by integrating them in the reading and language arts curriculum with the media specialist and classroom teacher team-planning relevant activities.

Duke, Charles R. "Integrating Reading, Writing, and Thinking Skills into the Music Class," *Journal of Reading*, v31 n2 p152-57 Nov 1987.

Encourages the use of integrated prereading, prewriting, and critical thinking activities in music classes to help students appreciate and understand the process of musical composition. Discusses using freewriting, journal writing, directed reading, and extended activities in music appreciation, performance, and composition classes.

Gudzak, Raymond. "Building Trades." 1987. 84p. [ED 287 064]

Provides materials for a competency-based course in building trades at the secondary level. Suggests using the curriculum-infused model for teaching of basic skills as part of vocational education and demonstrates the relationship of vocationally-related skills to communication, mathematics, and science knowledge.

Holbrook, Hilary Taylor. "Report: Writing to Learn in the Social Studies," *Reading Teacher*, v41 n2 p216-19 Nov 1987.

Provides a rationale for content area writing, and suggests ways it can be used for social studies instruction.

Holt, Dennis M.; and others. "Reading, Movement Education and Music: An Integrated Approach." 1988. 14p. [ED 309 853]

Encourages preservice teachers to view the teaching of reading, movement education, and music as a holistic process which encompasses aspects of the school day and emphasizes the development of content understanding, teaching skills, and positive attitudes toward each subject.

"Into the Curriculum," *School Library Media Activities Monthly*, v4 n7 p15-22 Mar 1988.

Provides seven fully-developed library media activities to be used in connection with specific curriculum units in music, physical education, reading/language arts, science, and social studies.

"Reinforcing Basic Skills through Vocational Education." 1987. 94p.[ED 287 976]

Presents a statewide strategy to ensure that all South Carolina vocational educators are properly prepared to provide relevant basic skills reinforcement instructions as part of all vocational courses.

Washington, Valerie M. "Collaborative Quest for Quality." 1987. 18p. [ED 297 434]

Describes collaborative efforts between an elementary school and Lehman College. Focuses on the integration of writing, reading and study skills, emphasizing the development of research skills.

Wepner, Shelley B. "The Printout: RECAP—Reading/Computers Assessment Plan," *Reading Teacher*, v41 n4 p452-53 Jan 1988.

Describes a model that can be used to integrate computers into the language arts curriculum.

ERIC

Focused Access to Selected Topics No. 54
a *FAST Bib* by the
Clearinghouse on Reading and Communication Skills

Whole Language in Secondary Schools

by Jerry Johns and Maria Mahnke Palumbo

Whole language is fast becoming the driving philosophy behind curriculum development, particularly in grades K-8. Application at the secondary level is not as well defined. However, a definite trend toward teaching writing as a process and thinking critically in all content areas certainly suggests that whole language is becoming a force in secondary curriculum development as well. This FAST Bib focuses on recent research and strategies which support a whole language approach to teaching in secondary schools. Included is an overview and review of recent research, descriptions of program models and inservice ideas, and specific strategies for implementing important components of a whole language classroom. Abstracts for some of the items cited have been abbreviated to allow for the inclusion of additional significant citations.

Overview and Research Review

Anderson, Philip M. "Approaches to the Secondary School Literature Curriculum." Paper presented at the Annual Meeting of the National Council of Teachers of English, 1985. 14p. [ED 272 893]

Presents a historical perspective regarding the origins of the traditional literature curriculum in secondary schools. Discusses the holistic understanding of texts as compared to the skills approach. Suggests a hybrid of these approaches might be appropriate for secondary schools, but the purpose of each approach must be understood for successful implementation.

Barker, Evelyne. "A Short Cut to Second Language Acquisition for Mature Learners." 1983. 21p. [ED 231 218]

Reviews research in psycholinguistics and learning theory to support the integration of oral and written language skills. Recommends the language experience approach (LEA) for secondary school second language instruction. Addresses small and large group applications and offers suggestions to help teachers introduce variety in a familiar context.

Bergeron, Bette S. "What Does the Term Whole Language Mean? Constructing a Definition from the Literature," *Journal of Reading Behavior*, v22 n4 p301-29 1990.

Analyzes 64 articles pertaining to whole-language instruction in elementary classrooms in order to compile a definition for this term. Finds that definitions and descriptions of whole language vary widely throughout the literature and that differences exist between school- and university-based authors' perceptions of this concept.

Fagan, William T. "Whole Language versus Non-Whole Language Classrooms: Children Engaging in the Writing Process," *Australian Journal of Reading*, v13 n3 p223-33 September 1990.

Examines students' understanding and use of writing processes by comparing children from whole language classrooms with those from non-whole language classrooms in grades three, six, and nine.

Pope, Carol; Kutiper, Karen. "James Moffett: Prophet and Practitioner," *English Journal*, v76 n7 p86-88 Nov 1987.

Reviews five books by James Moffett, discussing ways these practical applications of his development theory can be adopted as a course, a program, or a curriculum. Presents Moffett's work as a holistic integrated arts approach that offers a "real writing" alternative to such external controls as standardized tests, formalized writing mandates, formulaic essay models, and other standard curriculum frameworks.

Springer, Mark A.; Lott, Jesse. "A Working Paper on the Teaching of American Studies: The Project for American Studies in the Secondary Schools." 1986. 9p. [ED 293 731]

Examines the limitations of traditional schemes for organizing academic disciplines and proposes a model that focuses on relationships among disciplines through an emphasis on time. Presents an outline of basic objectives for American Studies. Suggests ways for organizing American Studies units, courses, or curricula; and presents ideas for course content and teaching

methods. Includes an example of one teaching method and includes diagrams.

Staab, Claire F. "Research Results in Whole Language Classrooms: Can We Trust Them?" *Reflections on Canadian Literacy*, v8 n1 p2-5 Spring 1990.

Discusses four areas that should be included in whole-language research studies so readers can have a better understanding of the results. Stresses the need to describe: 1) classrooms, 2) materials, 3) the amount and type of teacher mediation, and 4) the amount and type of evaluation.

Program Models and Inservice Suggestions

Hobson, Eric; Shuman, R. Baird. *Reading and Writing in High Schools: A Whole Language Approach.* Washington, D.C. National Education Association, 1990. [ED 317 987]

Argues that students should be encouraged frequently to listen, to speak, to read, and to write in all areas of the curriculum and to begin asking the questions that reveal the dependence that exists between various bodies of knowledge. Provides teachers with opportunities to make linkages with the community and to involve parents and other citizens in school activities. Discusses how people learn and what the whole language approach is, the skills of decoding (listening and reading), and the skills of encoding (speaking and writing).

Maley, Donald. "The Role of Industrial Arts/Technology Education for Student Development in Mathematics, Science, and Other School Subjects," *Technology Teacher*, v44 n2 p3-6 Nov 1984.

Points out how the study of technology infuses broad areas of the curriculum, particularly mathematics and science. Advocates industrial arts as a center for holistic learning in the secondary school curriculum.

Rigg, Pat. "'Desert Wind': A Fresh Breeze in Indian Education," *Journal of Reading*, v28 n5 p393-97 Feb 1985.

Describes a week's inservice training for staff and parents at a reservation high school modeled after the Foxfire idea.

Oberlin, Kelly J.; Shugarman, Sherrie L. "Implementing the Reading Workshop with Middle School LD Readers," *Journal of Reading*, v32 n8 p682-87 May 1989.

Examines how a literature-based reading workshop incorporating mini-lessons, sustained silent reading, and responses to literature in dialogue journals affected the reading attitudes and levels of book involvement of learning disabled middle school students. Finds clear demonstration that students' reading attitudes and involvement improved.

Arthur, Heather. "INSET Issues and Whole-School Policies," *British Journal of Special Education*, v16 n1 p33-36 Mar 1989.

Examines an in-service project undertaken by a British local education authority (LEA) in order to encourage a sense of shared responsibility for special needs by its secondary teachers, to foster the LEA's whole school approach. Describes issues arising from the in-service course and lessons learned from it.

Cooter, Robert B., Jr.; Griffith, Robert. "Thematic Units for Middle School: An Honorable Seduction," *Journal of Reading*, v32 n8 p676-81 May 1989.

Describes the Dublin model, a program which uses thematic units or individualized reading assignments to focus on popular adolescent literature. Includes projects that demonstrate students' comprehension of text. Discusses the formulation, implementation, and assessment of this program.

"Charleston/Stonewall Jackson High Schools' Honors English Program." 1985. 33p. [ED 277 016]

Discusses the 3-year Honors English course initiated at Stonewall Jackson and Charleston High Schools in Kanawha County, West Virginia. Focuses on its humanities approach to language arts instruction and outlines a sequential, thematic program designed to provide students with a historical background of language and literature. Provides a historical perspective via a discussion of Kanawha County's educational history and diverse population. Lists literature bases and corresponding language/composition activities. Utilizes community resources through guest lecturers and field trips and seeks the cooperation of specialists on the regular school and county administrative staffs.

Mei, Dolores M.; and others. "English Instructional Services Degrees of Reading Power Pilot Project 1985-86 End-of-Year Report. OEA Evaluation Report." 1986. 32p. [ED 281 172]

Discusses successful implementation of Degrees of Reading Power (DRP) Pilot Project at 13 New York City high schools during the 1985-86 school year. Reports on training English Instructional Services (EIS) teachers in techniques for teaching reading holistically and then assessing the improvement on the DRP reading compre-

hension test. Recommends that (1) holistic teaching approaches that would help the slowest readers be explored, (2) methods be developed that would clearly define the role of educational assistants in DRP classrooms, and (3) further study be made of DRP instructional techniques as they are adopted throughout the school system.

Blaga, Jeffrey J.; and others. "The Talk at Home Has Been Politics," *Social Studies*, v75 n3 p106-08 May-Jun 1984.

Describes a three-day political awareness program held prior to the 1980 election to help secondary students and community members examine the political process from a more holistic viewpoint. Discusses the program, which brought in a variety of speakers, including media persons, sociologists, political scientists, a lawyer, and a mayor, as well as political candidates.

Swoger, Peggy A. "Scott's Gift," *English Journal*, v78 n3 p61-65 Mar 1989.

Describes the effects of using the writing workshop approach on Scott, a student with learning disabilities, and the phenomenal progress he made. Maintains that students' giant leaps occur because students are little learning machines when they are learning what they themselves need to know.

Strategies for Implementation

Carter, John Marshall. "Dear Brooke Shields...Love, Shakespeare: Creative Letter Writing for the Gifted and Talented," *Clearing House*, v58 n3 p118-21 Nov 1984.

Describes a creative letter writing activity that involved eighth and tenth graders assuming characters from the modern age and Middle Ages.

Alwood, Etta Jo. "Polly Doesn't Want Just Another Cracker," *English Journal*, v73 n5 p68-70 Sep 1984.

Establishes the value of teachers attending writers' workshops and indicates how teachers can stimulate student writing by having them respond to thematically selected readings from literature.

Cohen, Michael J. "Invoking the Whole Life Factor: A Cross Cultural Approach to Environmental Education," *Nature Study*, v37 n3-4 p11-13 Mar 1984.

Describes a curriculum based on the concepts of culture, nature, and life. Discusses symbols, living earth, interconnectedness, fluctuation, womb of life, life, and nature's callings as they relate to the curriculum. Includes diagrams demonstrating interrelationships between people, culture, and nature.

Frew, Andrew W. "Four Steps toward Literature-based Reading," *Journal of Reading*, v34 n32 p98-102 Oct 1990.

Describes the author's move from basal readers to a literature-based curriculum in a middle school during a ten-year period. Stresses five important elements: 1) wide range of literature, 2) time for students to read in school, 3) time for sharing reading, 4) reading aloud to students, and 5) daily sustained silent reading.

Pierce, Lorraine Valdez, Ed. "Language and Content-Area Instruction for Secondary LEP Students with Limited Formal Schooling: Language Arts and Social Studies. Teacher Resource Guide Series, Number 3." 1987. 27p. [ED 291 246]

Focuses on techniques for integrating language arts and social studies instruction. Gives basic information for developing learning activities for students with limited educational experience. Includes suggested objectives and strategies for communicating with parents, planning field trips, teaching reading readiness, managing the classroom, and preparing social studies activities.

Sadler, William A., Jr.; Whimbey, Arthur. "A Holistic Approach to Improving Thinking Skills," *Phi Delta Kappan*, v67 n3 p199-203 Nov 1985.

Proposes six principles to follow when teaching students to think. Suggests teaching thinking as an indivisible process rather than as a set of discrete skills. Discusses the principles involved: active learning, the articulation of thinking, intuitive understanding, structuring courses developmentally, motivating learning, and establishing a positive learning environment.

ERIC

Focused Access to Selected Topics No. 52
a *FAST Bib* by the
Clearinghouse on Reading and Communication Skills

Trade Books in the K-12 Classroom

by Jerry Johns and Susan Schuengel

As the use of trade books in language arts and content area classrooms becomes increasingly popular, teachers need to know what books to choose and how and why to incorporate them into the curriculum. This *FAST Bib*, based on entries to the ERIC database, contains selected references from 1987 to 1990. The bibliography is organized into five sections: Content Areas, Integrated Language Arts, Literature Based Reading Programs, Teacher Education, and General Interest Bibliographies. The information in these citations will help teachers of elementary and high school students decide which trade books are appropriate for their classrooms and how best to put them to use.

Content Areas

Danielson, Kathy Everts. "Helping History Come Alive with Literature," *Social Studies*, v80 n2 p65-68 Mar-Apr 1989.

Describes 20 trade books to aid teachers in the development of social studies concepts. Suggests ways to use these books to extend lesson units by emphasizing formation of concepts and generalizations, integrating social sciences, clarifying values, achieving objectives, and maintaining objectivity in discussing societal conflict.

Hansen, W. Lee. "'Real' Books and Textbooks," *Journal of Economic Education*, v19 n3 p271-74 Sum 1988.

Advocates the supplemental use of trade books with textbooks in introductory economics courses. States that students will learn how economists approach economic issues in the real world, building upon the organized textbook presentation of material. Acknowledges that textbooks are essential to instruction, and lists several appropriate works for supplemental reading.

Lehman, Barbara A.; Crook, Patricia R. "Content Reading, Tradebooks and Students: Learning about the Constitution through Nonfiction," *Reading Improvement*, v26 n1 p50-57 Spr 1989.

Provides five lesson plans on the United States Constitution, in which students read several tradebooks in order to synthesize information from multiple sources in preparation for written or oral reports. Provides an annotated bibliography of 13 tradebooks about the Constitution.

McCann, Robert M. "Making Social Studies Meaningful by Using Children's Literature," *Georgia Social Science Journal*, v19 n2 p13-16 Fall 1988.

Gives examples of children's trade books which can enhance social studies topics dealing with everyday life in past times, the impact of historical events on the average person's life, historical facts, and sensitive issues in the students' lives. Lists the National Council for the Social Studies' 1986 Notable Children's Trade Books.

Pruitt, Laura L., Comp. "Making Connections: A Selected List of Historical Fiction K-12." 1989. 83p. [ED 308 511]

Provides media specialists and teachers with an annotated list of historical fiction tradebooks categorized by American historical periods and grade-level groupings. Contains two parts: a list of historical fiction book titles subdivided into nine chronological historical periods starting with the Colonial period prior to 1763 and going up to 1980; and an annotated booklist containing bibliographic information and annotations for 340 books.

Webre, Elizabeth C. "Content-Area-Related Books Recommended by Children: An Annotated Bibliography Selected from 'Children's Choice' 1975-1988." 1989. 21p. [ED 303 775]

Contains 121 children's choices, which are guaranteed to be informational and entertaining as students study math, health, science, social studies, and the language arts.

"Outstanding Science Trade Books for Children in 1988," *Science and Children*, v26 n6 p40-45 Mar 1989.

Lists annotations of books based on accuracy of contents, readability, format, and illustrations. Includes number of pages in each entry, price,

and availability. Covers the following topics: animals, biographies, space science, astronomy, archaeology, anthropology, earth and life sciences, medical and health sciences, physics, technology, and engineering.

Integrated Language Arts

Meerson, Mary Lou. "Integrating the Language Arts: Alternatives and Strategies Using Trade Books as Models for Student Writing." Paper presented at the Annual Meeting of the International Reading Association, 1988. 8p. [ED 294 210]

Provides specific suggestions on how, when, and why to use literature, or trade books, to help the novice writer. Shows how teachers can help students at all levels build schema by writing books themselves. Offers suggestions for employing literature as a model for student writing including using trade books to teach literary devices (*The Diary of Anne Frank* for diaries, and *Science Experiments You Can Eat* for content area writing), and writing book extensions (prologues or epilogues for books, new stories for well-known characters, or changing the setting of a story). Contains an annotated bibliography of trade books.

Rhodes, Lynn K.; Dudley-Marling, Curt. "Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students." 1988. 329p. [ED 293 117]

Discusses topics including: learning disabled and remedial students; a holistic theory of reading and writing development; an observational approach to reading and writing assessment; and the problem of writing meaningful goals and objectives from a holistic perspective. Provides a large number of instructional strategies in chapters entitled "Planning Instruction"; "Prereading Instruction"; "In-Process Reading Instruction"; "Post-Reading Instruction"; "Composition: Choices and Instruction"; and "Transcription: Choices and Instruction." Encourages teachers to surround students with print and encourage the discovery by students that reading and writing are meaningful, purposeful, and personally worthwhile. Presents a discussion of collaboration on a literacy program with parents, teachers, and administrators; and includes an extensive list of predictable trade books for students.

Stewig, John Warren, Ed.; Sebesta, Sam Leaton, Ed. "Using Literature in the Elementary Classroom. Revised and Enlarged Edition." 1989. 144p. [ED 308 542]

Focuses on the wealth of language learning possibilities that open up when teachers surround students with attractive and well-written books and know how to use them in imaginative ways. Reflects the current movement in elementary education toward student-centered teaching and integrating the language arts. Contains: (1) "Reading to Learn about the Nature of Language" (A. Barbara Pilon); (2) "Using Picture Books for Reading Vocabulary Development" (Alden J. Moe); (3) "The Tradebook as an Instructional Tool: Strategies in Approaching Literature" (Helen Felsenthal); (4) "Book Illustration: Key to Visual and Oral Literacy" (John Warren Stewig); (5) "Reading Leads to Writing" (Richard G. Kolczynski); (6) "Creative Drama and Story Comprehension" (Mary Jett-Simpson); and (7) "Literature across the Curriculum" (Sam Leaton Sebesta).

Whyte, Sarah. "Whole Language Using Big Books." 1988. 73p. [ED 298 479]

Discusses thematic units designed around Wright Company Big Books, and demonstrates ways that Big Books can be used in a whole language first-grade program. Presents lessons which indicate skill focus, needed materials, procedures, and additional thoughts or suggestions about the lesson. Includes units which consist of: "Bedtime" (five lessons); "Monsters and Giants" (five lessons); "Valentine's Day" (one lesson); "Houses" (two lessons); "Our Town" (four lessons); "Our Family" (four lessons); "Me" (one lesson); "Me (Feelings)" (three lessons); "Me (Helping)" (one lesson); and a discussion about using African folk tales in the classroom. Contains a list of themes and Wright Books used; a thematic listing of poems/songs and their authors; a list of nursery rhymes for use in whole language activities; a thematic listing of trade books and their authors; possible big book material; a whole language and writing bibliography; and a teacher resource bibliography.

Literature-Based Reading Programs

Henke, Linda. "Beyond Basal Reading: A District's Commitment to Change," *New Advocate*, v1 n1 p42-51 1988.

Describes how the district committee of the West Des Moines Schools (Iowa) changed its reading program. Explains how the role of a basal was redefined, how trade books were incorporated, how the program encouraged independent reading, and how writing was given a major role in reading class.

Richek, Margaret Ann; McTague, Becky K. "The 'Curious George' Strategy for Students with Reading Problems," *Reading Teacher*, v42 n3 p220-26 Dec 1988.

Describes and evaluates a remedial reading strategy—assisted reading—which uses a motivating series of popular children's books to improve the performance of remedial readers.

Tunnell, Michael O.; Jacobs, James S. "Using 'Real' Books: Research Findings on Literature Based Reading Instruction," *Reading Teacher*, v42 n7 p470-77 Mar 1989.

Reviews several studies which support the success of a literature-based approach to literacy with various types of students (limited English speakers, developmental readers, remedial readers, etc.). Describes several common elements found in different literature-based programs, including the use of natural text, reading aloud, and sustained silent reading.

Teacher Education

Duquette, Ray. "Videotape Review: 'Showing Teachers How'," *Journal of Reading Education*, v14 n1 p43-45 Fall 1988.

Reviews "Showing Teachers How," a series of 12 videotapes released in 1986 and 1987 dealing with (1) reading instruction using the whole language approach in the elementary school; (2) social studies instruction using trade books; (3) writing instruction; and (4) discussion strategies for current events.

Frager, Alaan. "Conquering Aliteracy in Teacher Education," *Journal of Teacher Education*, v38 n6 p16-19 Nov-Dec 1987.

Considers preservice teachers' needs as readers during the development of a program intended to motivate these teachers to spend part of their summer reading education trade books, resulting in a marked increase in the number of trade books and books in general the teachers read.

Hepler, Susan. "A Guide for the Teacher Guides: Doing It Yourself," *New Advocate*, v1 n3 p186-95 Sum 1988.

Notes the plethora of guides to trade books for classroom use. Suggests what a good guide should do, and presents a guide to help teachers write and edit their own.

Silvey, Anita. "Editorial: The Basalization of Trade Books," *Horn Book Magazine*, p549-50 Sep-Oct 1989.

Discusses the trend towards voluminous study guides with work sheets and drills for children's books, subjecting great literature to the practices of basal reading textbooks and discouraging children from reading. Urges teachers to trust the book to do its own teaching and to learn to get out of the way.

General Interest Bibliographies

"Children's Choices for 1990," *Reading Teacher*, v44 n2 p131-41 Oct 1990.

Presents brief annotations of the 111 books chosen by elementary students. Groups the books by general reading levels: all ages, younger readers, middle grades, and older readers. Identifies 27 titles that are especially popular in beginning independent reading. Continues an annual tradition of a series of book lists that first appeared in the November 1975 issue of *The Reading Teacher*.

Stahlschmidt, Agnes D. "Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students." Portions of this paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. 9p. [ED 305 654]

Contains 54 annotations of library resource materials in the following areas: (1) "Locating Titles on a Theme/Literary Genre"; (2) "Identifying Titles for Reading Aloud"; (3) "Learning to Express Yourself: Puppetry, Reader's Theater, Storytelling"; (4) "Locating Information about Authors and Illustrators"; (5) "Using Literature in the Classroom: Resources for the Professional Collection"; and (6) "Just for Fun: Literature Activities." Includes a list of addresses of publishers/distributors.

"Teachers' Choices for 1990," *Reading Teacher*, v44 n3 p329-36 Nov 1990.

Identifies outstanding trade books published for children and adolescents that teachers find exceptional in curriculum use. Groups books into primary (K-2), intermediate (3-5), and advanced (6-8) levels.

"1990 Young Adults' Choices," *Journal of Reading*, v34 n2 p203-09 Nov 1990.

Presents brief annotations of the 29 books chosen most often by middle, junior high, and senior high school students. Includes novels dealing with alcoholism, drunk drivers, and equal access to activities and sports for girls. Continues an annual list of books begun in 1987.

Focused Access to Selected Topics No. 42
a *FAST Bib* by the
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Reading-Writing Relationships

by Jerry Johns and Roberta L. Berglund

Literacy research and instruction is becoming more focused on connections between reading and writing. This *FAST Bib*, based on entries to the ERIC database, contains selected references from 1985 to 1989. The bibliography is organized into four sections: (1) Overview, (2) Research, (3) Integrating Language Arts, and (4) Classroom Applications. The entries in these sections should help teachers understand the relationships between reading and writing and identifying ideas for implementation into classrooms.

Overview

Braun, Carl. "Facilitating Connecting Links between Reading and Writing." 1986. 27p. [ED 278 941]

Emphasizes the learning process and involves demonstrations of learning by the teacher. Suggests that the following classroom strategies can be employed to help students make reading/writing connections: (1) teacher-student conferences, which allow teachers to gain insight into their students' interests and needs while sharing insights about the learning process and stimulating further engagement; (2) group talk, such as a listening response or a discussion of a text; (3) group cloze procedures that emphasize semantic mapping, which represents visually the link between spoken and written texts.

Brooks, Gerry H. "Exploring the World through Reading and Writing." *Language Arts*, v65 n3 p245-53 Mar 1988.

Supports the argument that reading and writing ought to be taught together, and seeks to persuade the reluctant teacher by giving reasons for interweaving composition and literature seamlessly.

Corcoran, Bill; Evans, Emrys, Eds. *Readers, Texts, Teachers.* 1987. 264p. [ED 279 012]

Focuses on the need to offer and encourage the experience of reading literature in elementary schools. Explicates the range of theory known as reader-response criticism. Argues its distinctive relevance to the needs of young, developing readers. Indicates how classroom practices might be changed to accommodate the insights offered by reader-response theories.

Funderburk, Carol. "A Review of Research in Children's Writing." 1986. 13p. [ED 280 063]

Sresses Piaget's postulate that cognitive development is linear—that children progress through stages of development whereby tasks are mastered at certain levels of cognitive understanding. Examines the stages of children's writing processes (prewriting, composing, revising), as well as language development, drawing, and reading.

Graves, Donald; Stuart, Virginia. *Write from the Start: Tapping Your Child's Natural Writing Ability.* 1985. 237p. [ED 265 569]

Shows what can happen when teachers and parents realize that every child can write. Tells the story of children who have discovered the joys of writing and of the parents and teachers who have helped them make that discovery.

Hansen, Jane. *When Writers Read.* 1987. 242p. [ED 282 226]

Focuses on encouraging students to take responsibility for their own learning and giving them a sense of control over their efforts. Explores how the response approach to writing instruction can be put to good use in teaching children to read.

Harp, Bill. "Why Are Your Kids Writing during Reading Time?" *Reading Teacher*, v41 n1 p88-98 Oct 1987.

Presents a hypothetical situation on an elementary school principal's concern for students' writing during reading time, and offers a possible teacher's response with information about the direct tie between writing and reading improvement.

Johnson, Terry D.; Louis, Daphne R. *Literacy through Literature.* Revised Edition. 1987. 160p. [ED 285 204]

Stresses the notion that children become literate by trying to read and write in a supportive

atmosphere with interesting books, rather than being instructed in isolated language skills. Offers ideas for using children's literature and related activities as an alternative to basal readers to make learning language skills enjoyable for children.

Shanahan, Timothy. "The Reading-Writing Relationship: Seven Instructional Principles, " *Reading Teacher,* v41 n7 p636-47 Mar 1988.

Proposes seven instructional principles based upon research on the reading-writing relationship, and suggests specific techniques for each principle.

Smith, DeWayne. "Reading. English Language Concept Paper Number 5," 1987. 13p. [ED 287 156]

Notes that both comprehension and decoding are used by effective readers and that both processes should be taught. Focuses on effective strategies for reading instruction. Includes a list of recommended comprehension instruction activities, such as correlating reading and writing, discussing key concepts and vocabulary, using semantic mapping, and providing students with objectives. Emphasizes the use of strategies for teaching word identification and comprehension to foster increased reading ability and a love of reading.

Sternglass, Marilyn S. "Instructional Implications of Three Conceptual Models of Reading/Writing Relationships," *English Quarterly,* v20 n3 p184-93 Fall 1987.

Notes that varying the conceptual models of the relationship between reading and writing processes as parallel, interactive, or transactional has influenced instructional practices.

Research

Jagger, Angela M.; and others. Research Currents: The Influence of Reading on Children's Narrative Writing (and Vice Versa)," *Language Arts,* v63 n3 p292-300 Mar 1986.

Illustrates how all of the language arts are used by teachers and students to uncover the imaginative potential of language and their creative potential. Models ways of thinking about and investigating how instructional experiences affect learning.

Lewis, Janice. Support for Reading and Writing as Shared Developmental Processes. " Paper presented at the 18th Annual Meeting of the Western College Reading and Learning Association, 1985. 15p. [ED 254 826]

Studies the knowledge required and the thinking involved in both reading and writing. Presents theories that both reading and writing are meaningful composing processes, and that experience in one process has an impact on the other. Suggests that there are some benefits from teaching reading and writing together, provided instruction is given in both with the intent of building on their similarities.

Marino, Jacqueline L.; and others. The Effects of Writing as a Prereading Activity on Delayed Recall of Narrative Text," *Elementary School Journal,* v86 n2 p199-205 Nov 1985.

Suggests a theoretical framework and a task-specific procedure for integrating reading and writing. Supports the notion of using writing as an orienting task prior to reading.

Pickens, Alex L. "Literacy Instruction," *Educational Perspectives,* v24 n1 p26 1986. [ED 285 156]

Presents five articles focusing on the creation of a literate society where people appreciate literature and can use reading to enrich their lives.

Whyte, Sarah S. "The Connection of Writing to Reading and Its Effect on Reading Comprehension. " 1985. 28p. [ED 278 940]

Cites specific writing activities that enhance reading comprehension. States that reading and writing mutually affect learning; educators should teach reading and writing together within a contextual framework.

Integrating the Language Arts

Kane, Katharine A. "Integrating the Language Arts: Alternatives and Strategies." Paper presented at the 33rd Annual Meeting of the International Reading Association, 1988. 4p. [ED 294 161]

Proposes integrated language arts as tools for learning in all content areas. Notes that the core of this new curriculum is to help students make sense out of a piece of literature by moving into, through, and beyond a text.

Routman, Regie. *Transitions: From Literature to Literacy.* 1988. 352p. [ED 300 779]

Describes a successful literature-based program, and offers suggestions on how any elementary classroom can benefit from a transition from skill-oriented basal texts to literature-based whole language programs.

Scott, Diana; Piazza, Carolyn L. "Integrating Reading and Writing Lessons, " *Reading Horizons,* v28 n1 p57-64 Fall 1987.

Describes a cooperative endeavor between university and public school professionals in integrating reading and writing lessons. Describes the Developmental Reading and Writing Lesson program's prereading/prewriting, guided silent reading and revising, skill development and editing, and independent follow-up activities.

Tway, Eileen. *Writing Is Reading: 26 Ways to Connect.* 1985. 56p. [ED 253 877]

Suggests integration of the skills of writing and reading at an early age. Discusses research concerning the cognitive processes and acquisition of reading and writing skills, and presents teaching methods and resources to help young children make the connection.

Wagner, Betty Jane. "ERIC/RCS Report: Integrating the Language Arts," *Language Arts*, v62 n5 p557-60 Sep 1985.

Reviews materials from the ERIC system and other sources on providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences in the self-contained elementary classroom.

Classroom Applications

Balajthy, Ernest. Process Writing in the Intermediate Grades: Magical Panacea or Oversold Cliche?" Paper presented at the Conference on Language and Literacy. 1986. 19p. [ED 275 004]

Describes the concepts underlying the "whole language approach," and then examines some of the problems facing intermediate-grade teachers as they teach the writing process in their classes. Outlines the developmental writing needs of intermediate-grade students, and how writing can aid in identity building.

"The Classroom Reading Teacher," *Reading Teacher*, v41 n4 p483-95 Jan 1988.

Describes various activities designed for use in the reading classroom, including (1) cooperative learning activities, (2) reading and writing activities, (3) ways to improve comprehension, and (4) ways to encourage independent reading.

Heller, Mary F. "Comprehending and Composing through Language Experience," *Reading Teacher*, v42 n2 p130-35 Nov 1988.

Describes a Language Experience Approach (LEA) dictation given by sixth-grade remedial readers, and discusses some weaknesses in using LEA to teach remedial reading. Explains how LEA can be modified to produce a more effective model for reading comprehension and writing instruction.

Holbrook, Hilary Taylor. "ERIC/RCS Report: Writing to Learn in the Social Studies," *Reading Teacher*, v41 n2 p216-19 Nov 1987.

Provides a rationale for content area writing, and suggests ways it can be used for social studies instruction.

Janiuk, Delores M.; Shanahan, Timothy. "Applying Adult Literacy Practices in Primary Grade Instruction," *Reading Teacher*, v41 n9 p880-86 May 1988.

Suggests that learning the reasons for and uses of literacy is important for beginning readers. Describes a series of activities, based on practices uses in adult literacy programs, that were designed to make first graders aware of the reasons for reading and writing.

McVitty, Walter, ed.; and others. "Getting It Together: Organising the Reading-Writing Classroom," 1986. 130p. [ED 278 043]

Emphasizes the importance of developing a social classroom climate. Addresses the organization of the reading/writing classroom.

Newkirk, Thomas; Atwell, Nancie, eds. *Understanding Writing: Ways of Observing, Learning, and Teaching.* 1988, 312p. [ED 288 205]

Contains 30 articles written by teachers of elementary school students designed to provide insights into the way students learn to write and to encourage teachers to examine their own theories and perceptions of writing and writing instruction.

Norris, Janet A. "Using Communication Strategies to Enhance Reading Acquisition," *Reading Teacher*, v41 n7 p668-73 Mar 1988.

Presents a transcript exemplifying principles used with beginning readers who may be unable to learn to read from traditional reading instruction. Claims strategies which allow children to communicate through written language enable them to make important discoveries about reading without knowledge of phonics or other metalinguistic skills.

Oberlin, Kelly J.; Shugarman, Sherrie L. "Purposeful Writing Activities for Students in Middle School," *Journal of Reading*, v31 n8 p720-23 May 1988.

Suggests that writing helps reading comprehension only if the writer is aware of the relationship between reading and writing and if the writing is purposeful. Presents three purposeful writing activities.

Wong-Kam, Jo Ann; Au, Kathryn H. "Improving a 4th Grader's Reading and Writing: Three Principles," *Reading Teacher*, v41 n8 p768<17019672 Apr 1988.

Presents three principles for working with poor readers in the upper elementary grades: (1) bring the class together as a literate community, (2) integrate reading and writing instruction, and (3) provide instruction on specific skills.

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Focused Access to Selected Topics No. 30
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Reading Material Selection: K-12

by Ruth Eppele

This bibliography represents the diversity of articles added to the ERIC database from 1983 through 1988 on Reading Material Selection. Included are guidelines for selection of appropriate materials for various age groups; examples of various reading programs; conflicting opinions regarding censorship, bibliotherapy, and books for special needs populations.

Selection Guidelines

Bailey, Gerald D. "Guidelines for Improving the Textbook/Material Selection Process," *NASSP Bulletin*, v72 n506 p87-92 Mar 1988.

Offers nine suggestions to help build a leadership structure and a database for making appropriate textbook selections.

"Choose Science Books and Magazines," *PTA Today*, v12 n1 p20 Oct 1986.

Presents suggestions, directed to parents, for evaluating science books and magazines for children. Includes a brief annotated bibliography of several science periodicals.

Clayton, Victoria. "On the Cutting Edge: A Consideration of the Book Brain and Bookwhiz Databases," *Education Libraries*, v13 n1 p5-11 Win 1988.

Describes two interactive computer programs of adolescent literature that young readers can use to search for books they might enjoy reading. Discusses hardware and software requirements, database features, and search strategies.

Cullinan, Bernice E. "Books in the Classroom," *Horn Book Magazine*, v62 n2 p229-31 Mar-Apr 1986.

Emphasizes the importance of including good literature in elementary and secondary school curricula and the need to fight against watered down versions of texts.

Daly, Sally. "Happiness Is...Good Selection Techniques," *Catholic Library World*, v58 n5 p226-28, 231 Mar-Apr 1987.

Identifies resources to aid librarians in making material selections.

Garner, Imogen, comp.; and others. *Analyse and Select/Reject Information: Reading Strategies*. Booklet 3 in Inquiry Process Series. Western Australia Education Dept., Perth, Australia, 1986. 25 p. [ED 285 587]

Assists teacher librarians in teaching students the information skills appropriate to stage three of the inquiry process, i.e., analyzing and selecting/rejecting information. Defines five skills necessary for students to deal effectively with information from a variety of sources. Presents strategies for skill application.

Gee, Thomas C.; Rakow, Steven J. "Content Reading Specialists Evaluate Teaching Practices," *Journal of Reading*, v31 n3 p234-37 Dec 1987.

Lists teaching practices that content teachers could incorporate into their teaching to help students learn from texts. Recommends: (1) multiple texts; (2) study guides; (3) teaching metacognitive strategies; and (4) direct instruction and modeling plus independence.

Glazer, Joan I. "Notable Children's Trade Books in the Language Arts: 1985," *Language Arts*, v64 n3 p331-32 Mar 1987. Thematic Issue: Evaluation of Language and Learning.

Lists books published for children in 1985 that are either unique in their language or style, deal explicitly with language, or invite child response or participation.

Instructional Materials Approved for Legal Compliance, 1987-88. California State Dept. of Education, Sacramento. Curriculum Framework and Instructional Materials Unit. Publications Sales, California State Department of Education, Sacramento, CA, 1987. 275 p. [ED 288 645]

Lists instructional materials that were reviewed by a California Legal Compliance Committee using the social content requirements of the Educational Code concerning the depiction of males and females, ethnic groups, older persons, disabled persons, and others to ensure that the materials were responsive to social concerns. Includes publisher, title, International Standard

Book Number, copyright date, grade level, and Legal Compliance Committee termination date for all materials. Covers a broad range of subject areas from reading to math, references materials, sciences, art and music, computers, foreign languages, and many more.

McKenna, Michael C. "Using Micros to Find Fiction: Issues and Answers," *School Library Media Quarterly*, v15 n2 p92-95 Win 1987.

Describes Fiction Finder, a microcomputer program which retrieves children's fiction by subject, reading level, interest level, sex of protagonist, and length, and which provides a brief annotation for each book.

Schack, Gina D. "Experts in a Book: Using How-to Books to Teach the Methodologies of Practicing Professionals," *Roeper Review*, v10 n3 p147-50 Mar 1988.

Contains information about choosing, locating, and using how-to books, including an annotated bibliography of exemplary books in science, social science, research methodology, communication modes, and inventing and designing.

Suhor, Charles. *Two Problems in the Teaching of English*. ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL, 1987. 29 p. [ED 281 901]

Discusses how to teach grammar and how to select literature that should be included in the curriculum.

Suggested Reading Lists

Language Arts Curriculum. Idaho School District 241, Grangeville, ID, 1986. 169 p. [ED 282 204]

Presents a kindergarten through grade 12 language arts curriculum. Provides a selective reading list for grades one through twelve.

Small, Robert C., Jr.; Kelly, Patricia P., eds. "A Critical Look at Literature Worth Teaching," Virginia Association of Teachers of English, *Virginia English Bulletin*, v36 n2 Win 1986. 182 p. [ED 284 201]

In order to help teachers identify works of literature that will remain vibrant parts of their students' lives and give them new insights into themselves, their friends, and their enemies, this journal contains articles suggesting works that the authors themselves found most meaningful. Includes book reviews relevant to this themed issue of the journal.

Stahlschmidt, Agnes D. "Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students." Portions of this paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. [CS 211 778]

Bibliography comprised of 54 annotations of library resource materials on: "Locating Titles on a Theme/Literary Genre"; "Identifying Titles for Reading Aloud"; "Learning to Express Yourself: Puppetry, Readers' Theater, Storytelling"; "Locating Information about Authors and Illustrators"; "Using Literature in the Classroom: Resources for the Professional Collection"; and "Just for Fun: Literature Activities." Includes a list of addresses of publishers/distributors.

Stone, Michael. "Utopia and Lilli Stubeck," *Children's Literature in Education*, v18 n1 p20-33 1987.

Reviews and analyzes "The True Story of Lilli Stubeck" by James Aldridge, winner of the 1985 Australian Children's Book of the Year. Recommends the book for both young people and adults because it demonstrates two vital human concerns, the search for truth and the improvement of the human condition.

Sutherland, Zena. *The Best in Children's Books. The University of Chicago Guide to Children's Literature, 1979-1984*. University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637, 1986. 511 p. [ED 273 991; paper copy not available from EDRS]

Contains short book reviews that have been previously published in the "Bulletin of the Center for Children's Books."

Reading Program Suggestions

Alfonso, Regina. "Modules for Teaching about Young People's Literature—Module 2: How Do the Elderly Fare in Children's Books?" *Journal of Reading*, v30 n3 p201-03 Dec 1986.

Provides a model for the evaluation of children's books in which old people are characters, that can also serve as a lesson aid for students. Lists 33 books for children that involve the elderly.

Alfonso, Regina. "Modules for Teaching about Young People's Literature—Module 4: Humor," *Journal of Reading*, v30 n5 p399-401 Feb 1987.

Describes a teaching unit that involves students in reading and analyzing elements of humor in young people's literature. Focuses on what makes quality humorous books funny as well as literary.

Carbo, Marie; and others. *Teaching Students to Read through Their Individual Learning Styles*. Prentice Hall, Inc., Englewood Cliffs, NJ, 1986. 307 p. [ED 281 171]

Describes effective reading programs that promote reading success and achievement for children at all reading levels. Includes "Selecting and Adapting Reading Materials to Match Individual Reading Styles"; "The Carbo Recorded Book Method: Matching Global/Visual Reading Styles"; and others. Appendixes contain a learning style inventory, a reading style inventory, and a list of publishers and suppliers of commercial reading materials. Concludes with extensive references and a bibliography.

Flack, Jerry D. "A New Look at a Valued Partnership: The Library Media Specialist and Gifted Students," *School Library Media Quarterly*, v14 n4 p174-79 Sum 1986.

Suggests that media specialists can assist gifted learners by teaching them research skills, including the evaluation of information resources and how to design and carry out a plan of study, and by introducing them to good literature. Describes several model programs for gifted students.

Grubaugh, Steven. "Initiating Sustained Silent Reading in Your School: Ask, What Can SSR Do for Them?'" *Clearing House*, v60 n4 p169-74 Dec 1986.

Discusses the effects of a sustained silent reading (SSR) program on school administrators, teachers, librarians, and the students. Offers suggestions on setting up an SSR program.

Reyhner, Jon, ed. *Teaching the Indian Child: A Bilingual/Multicultural Approach*. Bilingual Education Program, Division of Elementary and Secondary Education, Eastern Montana College, Billings, MT, 1986. 289 p. [ED 283 628]

Presents ideas about resources and methods especially appropriate for Indian students.

Sledge, Andrea C. "This Book Reminds Me of You: The Reader as Mentor," *Reading Horizons*, v26 n4 p241-46 Sum 1986.

Outlines a development process that turns a reader into a mentor, someone who can recommend books to others with a high percentage of satisfied readers. Examines the influence of peers, teachers, and other adults with respect to their ability to increase the quantity and quality of what children read.

Staley, Rebecca R.; Staley, Frederick A. *Using the Outdoors to Teach Language Arts*. ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, NM, 1988. 96 p. [ED 294 705]

Presents a framework for using the outdoors as a vehicle for providing meaningful language arts experiences. Suggests ways of using children's literature in outdoor education and lists books and activities that could be used to study astronomy, American Indians, the desert, and environmental communications.

Summertime Favorites. National Endowment for the Humanities (NFAH), Office of Publications and Public Affairs, Washington, DC, 1988. 15 p. [ED 292 080]

Compiled from the reading lists of 60 exemplary schools, this "summertime" reading list provides titles of tried-and-true works published in or before 1960 which appeared on at least five of the school reading lists. Selections are divided according to grade level.

Censorship

Gambell, Trevor J. *Teaching Literature K-12: A Canadian Perspective*. Canadian Council of Teachers of English, 1986. 195 p. [ED 276 997]

Focuses on literature and the teaching of literature. Presents and discusses salient issues: reasons for teaching literature; the types, quality, and selection of literature; and literature and values. The second section deals with censorship in Canada; the third section treats four aspects of growth in response to literature; the fourth section discusses three aspects of the teaching of literature and includes a selected review of literature in Canadian curricula.

Gambell, Trevor J. "Censorship," *English Quarterly*, v19 n2 p108-19 Sum 1986.

Provides various definitions of censorship; describes a case of censorship in New Brunswick, Canada; explains what happens to materials that have been challenged; and provides a policy for dealing with challenged books and materials.

Kelly, Patricia P.; Small, Robert C., Jr., eds. "Censorship or Selection?" Virginia Association of Teachers of English. *Virginia English Bulletin*, v36 n1 Spr 1986. 127 p. [ED 268 586]

Explores the fine line between censorship (with an eye toward silencing ideas) and selection (with the recognition that just as literature can enlighten it can also degrade).

Small, Robert C., Jr. "Preparing the New English Teacher to Deal with Censorship or Will I Have to Face It Alone?" Paper presented at the 77th Annual Meeting of the National Council of Teachers of English, 1987. 16 p. [ED 289 172]

Discusses three kinds of censorship pre-service English teachers can be expected to face, and suggests ways to prepare them to recognize and deal with anticipated problems.

Bibliotherapy and Special Needs

Chatton, Barbara. "Apply with Caution: Bibliotherapy in the Library," *Journal of Youth Services in Libraries*, v1 n3 p334-38 Spr 1988.

Outlines three legitimate purposes of bibliotherapy, and discusses possible misuses of the problem novel as therapy for troubled children and adolescents.

Eldredge, J. Lloyd. "Sacred Cows Make Good Hamburger," *Academic Therapy*, v23 n4 p375-82 Mar 1988.

Two "sacred cows" inherent in reading instruction for disabled readers are rejected: disabled readers must be taught with simple reading materials, and most teaching time must be spent on reading skills. Two case studies illustrate the teaching of decoding skills and "dyad reading" of books selected by the disabled reader.

Kimmins, Elizabeth J. *The Reading Interests of Emotionally Disturbed Boys Ages 11 to 15*, 1986. 34 p. [ED 268 516]

Investigates whether the reading preferences of emotionally disturbed boys were the same as those of boys in the general population. Includes a three-page reference list.

Oberstein, Karen; Van Horn, Ron. "Books Can Help Heal! Innovative Techniques in Bibliotherapy," *Florida Media Quarterly*, v13 n2 p4-11 Win 1988.

Reviews the development of bibliotherapy as a diagnostic and therapeutic tool and discusses specific techniques for the selection of appropriate reading materials for both children and their parents.

"Policy Expanding Opportunities: Academic Success for Culturally and Linguistically Diverse Students," *College English*, v49 n5 p550-52 Sep 1987.

Notes the problem of teaching reading and writing in a way that is not racially or culturally biased. Offers teaching strategies for combating bias, including using a wide variety of works from other races and cultures that provide a range of minority perspectives in a non-stereotypical fashion.

Radencich, Marguerite C. "Literature for Minority Handicapped Students," *Reading Research and Instruction*, v25 n4 p288-94 Sum 1986.

Annotates trade literature dealing with children or adolescents who are both handicapped and members of a minority group.

Wolverton, Lorrie. *Classroom Strategies for Teaching Migrant Children about Child Abuse*. ERIC Digest. ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, NM, 1988. 13 p. [ED 293 681]

Argues that bibliotherapy is an appropriate technique for bringing child abuse education to the classroom. Emphasizes that to be successful with the use of bibliotherapy the teacher must identify student needs and match needs to appropriate reading materials. Sixteen references are provided, grouped under the headings of self-concept activities, children's books on child abuse, and finding books for children.

Focused Access to Selected Topics No. 29
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Writing and Literature

By Michael Shermis

Writing can be used in many ways in the study of literature; equally, literature may be utilized to foster invention in students' writing. A search of the ERIC database produced the following citations on writing and literature, from the period 1982 to 1989. The first section includes strategies, techniques, exercises, activities, and ideas for integrating literature into the writing process. The second section cites two sources for combining the use of computers with writing and literature. The last section examines two studies on extending literature into the writing curriculum.

Teaching Strategies

Ascher, Hope; and others. *American Literature: Performance Objectives and Classroom Activities.* Brevard County School Board, Cocoa, FL, 1983. 97p. [ED 255 913]

This guide is a sampler of ideas and activities based on 22 minimum objectives in speech, reading, writing, and research that have been identified for American literature study.

Askew, Lida. "The Gothic Route to Reading and Writing," *English Journal,* v72 n3 p102-03 Mar 1983.

Describes a unit in which gothic novels are first read and then used by students as models for the writing of an entire "gothic" novel of their own.

Bay, Lois Marie Zinke. "Astute Activities: Increasing Cognitive and Creative Development in the Language Arts Classroom." Paper presented at the Regional Spring Conference of the Colorado Language Arts Society, Colorado Springs, CO, 1987. 138p. [ED 295 156]

Using Mark Twain's *Huckleberry Finn,* John Knowles' *A Separate Peace,* and Maya Angelou's *I Know Why the Caged Bird Sings,* a study examined the effects of Astute Activities—teaching techniques which increase students' cognitive ability and creativity—on student performance in two senior English classes in a small rural high school. Activities included mind mapping, brainstorming, creative writing exercises using characters from the novels, and discussions of various issues from the characters' perspectives. Finds that Astute Activities stimulated most students' thinking, increased their awareness of issues, increased the creativity of their work, both written and spoken, and matured their writing.

Carter, Dennis. "Gulliver in Demon," *Use of English,* v38 n1 p1-6 Fall 1986.

Describes how *Gulliver's Travels* was used with 11- and 12-year-olds to stimulate writing activities.

Collington, Mark. "Generating Sentences from Prescribed Conjunctions: An Exercise in Composition for the Classroom," *English Quarterly,* v16 n2 p55-58 Sum 1983.

Presents exercises combining sentence generation from prescribed conjunctions with analysis of literary characters.

Crosher, Judith. "From a Teacher's Notebook—19: Using 13 Types of Narrative," *Use of English,* v37 n1 p47-55 Fall 1985.

Explains how to involve students in a composition unit that requires them to complete writing assignments from various points of view.

Daily, Sandra. "A Novel Approach to Composition," *English Journal,* v71 n8 p26-28 Dec 1982.

Recommends using young adult literature to teach basic composition skills.

Edelman, Michael. *Teaching Literature, Grade 9: Integrating the Communication Arts. Poetry. Experimental.* Division of Curriculum and Instruction, 131 Livingston St., Room 613, New York City Board of Education, Brooklyn, NY, 1985. ($4.00) 89p. [ED 290 151; paper copy not available from EDRS]

Designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of poetry, this collection of materials, lessons, and activities covers some of the most frequently taught poems in New York City ninth grade classrooms.

Groth, Nancy; and others. "Enhancing Literature with Writing Assignments." Paper presented at the 5th Annual Meeting of the National Council of Teach-

ers of English Spring Conference, 1986. 26p. [ED 276 034]

On the basis of a National Humanities project proposed by the English department of a St. Louis, Missouri high school, many different approaches to drawing students into writing about and understanding literature were developed. One of three such techniques is a sequence of writing-reading-writing that offers the possibility of both enhancing the success of writing with greater understanding and reading with a clearer focus. A second technique is the use of creative journal writing. Journal assignments before, during, and after reading can stimulate student interest in unit themes, anticipation of characters and plots in certain pieces of literature, and responses to literature in ways other than the traditional critical/analytical essay. A third technique is the use of writing for accountability in lieu of book reports or quizzes. Journal assignments can be structured to help teachers determine whether students have read their literature assignments and how well they comprehend the readings.

Hipple, Ted. "Writing and Literature," *English Journal*, v73 n2 p50-53 Feb 1984.

Proposes ways of blending the study of literature and the teaching of writing. Suggests assignments that involve writing or rewriting literature, writing about literature, and writing in response to literature.

Idea Exchange for English Teachers. National Council of Teachers of English, Urbana, IL, 1983. 198p. [ED 228 642]

Contains fresh, useful ideas for teaching English gathered at several annual conventions of the National Council of Teachers of English. Includes activities for talking and writing about literature.

Ideas Plus: A Collection of Practical Teaching Ideas. Book Two. National Council of Teachers of English, Urbana, IL, 1985. 64p. [ED 251 860]

Contributed by high school English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Activities are designed to stimulate an appreciation of classic and contemporary literature, and to suggest techniques for introducing literary works to students. Specific activities deal with sentence combining, comparing themes and characters in prose and poetry, transforming literature to a newspaper format, creating playscripts, and comparing ancient myths to modern versions.

Ideas Plus: A Collection of Practical Teaching Ideas. Book Six. National Council of Teachers of English, Urbana, IL, 1988. 66p. [ED 297 345]

Contributed by English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration, with such activities as designing and carrying out independent research, using reading logs as motivators, passing along good news to parents, preparing oral book reports on "how to" books, and using comic strips and cartoons to teach many elements of language and literature. Activities in the second section are designed to stimulate an appreciation and understanding of literature. Specific activities in this section can be used to help students understand the distinction between plot and theme, focus their responses to a reading, link their own experiences to those of a protagonist, write poems in the voice of a particular character, understand and write character sketches, learn about Greek myths and monsters, and plan and carry out classroom protests. Activities in the third section, intended to help students improve the conception and clarity of their prose through prewriting and writing, include student self-evaluation and goal-setting, describing favorite assignments in a letter to parents, writing about world events that have touched their lives, and keeping track of multiple plot lines as they write their own interactive books.

Kaufmann, Felice A., ed. *Ideas Plus: A Collection of Practical Teaching Ideas.* Book Five. National Council of Teachers of English, Urbana, IL, 1987. 64p. [ED 284 292]

Contributed by high school English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Includes activities that are designed to stimulate an appreciation and understanding of classical and contemporary literature, and to suggest techniques for introducing literary works to students. Specific activities can be used to help students understand the importance of the oral history of Beowulf, predict what might happen next in a novel, analyze an author's style, compose letters based on Alexander Pope's *The Rape of the Lock*, write an additional episode for

H. G. Wells' time traveler, and develop conversations about a novel read out of class.

Olson, Gary A. "Invention and Writing about Literature," *Teaching English in the Two Year College*, v9 n1 p35-38 Fall 1982.

Describes a heuristic for writing about literature, especially drama and fiction. Questions from the heuristic cover character, plot, setting, and literary devices.

Otten, Nicholas; Stelmach, Marjorie. "Changing the Story That We All Know (Creative Reading/Creative Writing)," *English Journal*, v77 n6 p67-68 Oct 1988.

Describes a writing assignment in which students rewrite literary classics or fairy tales from a new perspective (i.e. making an originally minor character the protagonist, or putting the original story into a different century).

Queenan, Margaret. "To Understand a Magazine, Produce a Magazine," *Exercise Exchange*, v30 n2 p18-21 Spr 1985.

Presents steps for a writing class project in producing thematic magazines that parallel the writing and literature themes of the course.

Rivalland, Judith; Johnson, Terry. "Literary Lifeboat: An Environmental Approach to Writing Instruction," *Australian Journal of Reading*, v11 n1 p42-53 Mar 1988.

Presents an instructional unit, "Literary Lifeboat," a purposeful writing exercise in which students write character justifications for familiar stories.

Sears, Peter. "Write to the Heart of Literature," *Teachers and Writers Magazine*, v17 n1 p4-10 Sep'Oct 1985.

Suggests methods for improving the quality of essay exams when teaching literature.

Smagorinsky, Peter; and others. "Explorations: Introductory Activities for Literature and Composition, 7-12." ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL; National Council of Teachers of English, Urbana, IL, 1987. 55p. [ED 279 008]

Noting that teachers sometimes fail to draw on students' prior knowledge, this guide focuses on helping teachers both to think about the cognitive processes involved in learning and to design activities that provide students with a solid introduction to various learning tasks. The first section briefly discusses current theory and research in secondary literature and composition as they relate to learning processes. The second section includes a description of reading comprehension activities intended to spark students' interest while enhancing their understanding of various types of frequently taught literature. These activities include opinionnaires, scenario-based activities, studying cases, and role-playing simulations.

Spicer, Andrew. "Beyond the Critical Essay: 'A-Level English as a Course in Writing," *Use of English*, v38 n3 p20-28 Sum 1987.

Notes that syllabus requirements for British secondary school literature courses tacitly create a course in writing as well. Presents ways in which this writing component can be implemented, without isolating it from the literature component.

Stahlschmidt, Agnes. "Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students." Paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. 8p. [CS 221 778]

This annotated bibliography of library resource materials includes a section on integrating literature into the classroom.

Stewig, John Warren. "Children's Literature: An Impetus to Composition." Paper presented at the 20th Annual Meeting of the Texas Joint Council of Teachers of English, 1985. 19p. [ED 255 917]

Noting that too many children leave elementary school without developing the ability to use words imaginatively, this paper presents a teaching approach that uses literature to foster invention in children's writing. The approach described is part of a total composition program that structures writing experiences in which children observe settings, people, and occurrences and then write about them. The paper first presents a rationale for reading literature aloud to children, then offers six writing techniques that children can explore subsequent to listening to literature read aloud: (1) story retelling, (2) writing alphabet books with a story line, (3) writing a story for a wordless picture book, (4) writing endings for unfinished stories read aloud, (5) writing stories with a plot structure parallel to a story read aloud, and (6) rewriting stories from a different point of view.

Watson, Dorothy J., ed. *Ideas and Insights: Language Arts in the Elementary School*. National Council of Teachers of English, Urbana, IL, 1987. 246p. [ED 287 173]

Intended to provide elementary school language arts teachers with new and interesting

teaching activities, this book contains over 100 teacher-tested classroom activities that are based on the Whole Language approach to learning. One of the chapters discusses how literature points the way (including themes and organization, literature and experience, and extended literature). Includes a 15-page bibliography, which contains a section on extending literature and reading that leads to writing, and a list of teaching activities.

Using Computers

Schwartz, Helen J. "The Student as Producer and Consumer of Text: Computer Uses in English Studies," 1986. 14p. [ED 283 211]

Computer use in the English classroom has the potential to help students enjoy and integrate their learning of writing and reading of literature in new ways. This new relationship between the student and machine-readable text can be thought of in terms of Alvin Toffler's theory of the "prosumer," a person who uses Information Age technology to combine the role of producer and consumer. Computer use in English classrooms can integrate the study of literature and creative writing, reading skills and writing skills, giving the student a new "prosumer" role as both producer and consumer of text.

Shostak, Robert, ed. *Computers in Composition Instruction.* International Council for Computers in Education, 1787 Agate Street, Eugene, OR, 1984. ($6.00 prepaid; quantity discounts) 89p. [ED 240 702; paper copy not available from EDRS]

This volume consists of nine conference papers and journal articles concerned with microcomputer applications in the teaching of writing. A heuristic device that describes the computer as a tool for helping writers discover, arrange, and style ideas by means of interactive questioning strategies for writing about literature is described by Helen Schwartz in "But What Do I Write—Literary Analysis Made Easier."

Research

Hayes, Mary F., ed.; and others. *Teachers at Work: Articles from the Ohio Writing Project.* Miami University, Oxford, OH, 1983. 163p. [ED 232 209]

Prepared by classroom teachers, the papers in this collection synthesize teaching experiences with recent writing research revelations. Extending literature through writing in the elementary school classroom is one of the topics.

Stewig, John Warren. "Gifted Children Write from Literature," *Journal of Teaching Writing,* v6 n2 p211-20 Fall-Win 1987.

Presents specific implications of writing research for teachers who work with gifted youngsters in elementary school writing. Supports the use of derived plot patterns and changed point of view as two types of literature-based writing assignments that work especially well with gifted students.

ERIC

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a *FAST Bib* by the
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Reader Response

by Michael Shermis

Literary theories are, by their very nature, abstract; therefore they frequently remain unused in the classroom. This FAST Bib provides resources to understand the theoretical foundations of reader response—a literary theory that is currently gaining increasing attention in literature instruction. More importantly, it cites several sources that can be put to practical use in the classroom. Although it is clear there is no unified position on what reader response is, the ERIC database provides a number of sources to help teachers make use of the theory and several different perspectives on how to implement it. Most teachers will not find these suggested techniques new; the approach, however, differs in that students are not forced to accept one correct meaning of a text, but are part of the process of interpretation.

This bibliography has been divided into four sections. The first section, "Teaching of Literature and Poetry," presents citations that offer strategies on how to implement reader response in the literature classroom. The second section, "Teaching of Composition," cites sources that suggest ways to incorporate reader response into the composition classroom. "Other Teaching Techniques" presents ideas for discussion, journalism, film study, and reading instruction. The last section, "Theory and Research," examines a few studies on reader response.

Teaching Of Literature and Poetry

Canterford, Barbara. "Cultivating the Growth of Reader Response," *English in Australia*, n75 p50-58 Mar 1986.

Describes the implementation of a literature program for students in grade six based on reader response theory.

Corcoran, Bill; Evans, Emrys, (eds.) *Readers, Texts, Teachers*. Boynton/Cook Publishers, Inc., 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ, 1987. 264 p. [ED 279 012; document not available from EDRS]

Focuses on the need to offer and encourage the experience of reading literature in elementary schools. Includes essays that (1) explicate the range of theory known as reader response criticism; (2) argue its distinctive relevance to the needs of young, developing readers; and (3) indicate how classroom practices might be changed to accommodate the insights offered by reader-response theorists.

Flood, James; Lapp, Diane. "A Reader Response Approach to the Teaching of Literature (Research and Practice)," *Reading Research and Instruction*, v27 n4 p61-66 Sum 1988.

Summarizes the history of, and theory and research in, reader response approaches to teaching literature. Proposes an instructional process employing response-based teaching.

Fynes Clinton, Michael; Mills, Perry. "From a Teacher's Notebook—20: Making the Work Their Own: Responses and Ways In," *Use of English*, v38 n3 p14-19 Sum 1987.

Discusses ways to teach modern plays and poetry, using a reader response approach that makes the works more accessible to students.

Galda, Lee. "Readers, Texts and Contexts: A Response-Based View of Literature in the Classroom," *New Advocate*, v1 n2 p92-102 Spr 1988.

Discusses pedagogical implications of recent theory and research on response to literature. Contends that now teachers must be aware of readers, the text, and the context in which a text is read and discussed.

Gambell, Trevor J. "Response to Literature," *English Quarterly*, v19 n2 p120-29 Sum 1986.

Provides a background of response theory, two Canadian perspectives on response theory, a description of transactional response theory and response-centered curriculum, a discussion of the concepts of participant and spectator roles in literature and of the idea of narration and storying as literature, and a discussion of analysis and criticism.

Gambell, Trevor J. "Growth in Response to Literature," *English Quarterly*, v19 n2 p130-41 Sum 1986.

Discusses early experiences of children with literature, and the development of and growth in their response to literature. Argues for a response-centered, rather than criticism-centered, curriculum.

Gambell, Trevor J. "The Teaching of Literature," *English Quarterly*, v19 n2 p142-52 Sum 1986.

Reviews various methods of teaching literature and proposes that response to literature be an element in the teaching of literature. Considers the role of the teacher in a response-centered classroom and how to create a classroom environment that will encourage interpretation and response to literature.

Graham, Robert J. "David Bleich's Subjective Criticism; Reading, Response and Values in the Teaching of Literature," *English Quarterly*, v17 n1 p54-59 Spr 1984.

Outlines Bleich's theory of subjective criticism and traces its roots in the work of the psychoanalytic critic Norman N. Holland. Suggests that the subjective criticism approach to literature can help elicit student response in the classroom and initiate discussions of value questions which literature inevitably raises.

Holbrook, Hilary Taylor. "ERIC/RCS: Reader Response in the Classroom," *Journal of Reading*, v30 n6 p556-59 Mar 1987.

Explores briefly the New Criticism that dominated literature instruction until recently and then provides an overview of reader response theory and how response approaches can be used in the classroom to enhance reading.

McAnulty, Sara J. "Breaking the Barriers: Teaching Martin Jamison's 'Rivers' (Modern Poetry in the Classroom)," *English Journal*, v78 n2 p75-78 Feb 1989.

Uses Martin Jamison's "Rivers" to illustrate a reader-response approach to poetry. Describes the process of students creating their own "poems," while analyzing the author's poem. Concludes that this approach encourages the necessary personal connection required for poetic involvement.

Myers, Kris L. "Twenty (Better) Questions," *English Journal*, v77 n1 p64-65 Jan 1988.

Describes how reader response journals encourage students to interact with literary works. Presents 20 questions, based on David Bleich's response heuristic, which help guide students' responses.

Nugent, Harold; Nugent, Susan. "The Double-Entry Journal in Literature Classes." Paper presented at the Annual Meeting of the New England Association of Teachers of English Fall Conference, 1984. 14 p. [ED 252 862]

Suggests that the use of the double-entry journal activates students' prior learning and present feelings, fosters collaborative learning, integrates major language skills, and encourages the creative and discovery processes. Part of the journal assignment is a three-step response based on David Bleich's "Readings and Feelings."

Probst, Robert E. "Mom, Wolfgang, and Me: Adolescent Literature, Critical Theory, and the English Classroom," *English Journal*, v75 n6 p33-39 Oct 1986.

Discusses using reader response instead of standard literature interpretation teaching methods for the study of adolescent literature in high schools. Asserts that this method gives authority to the students as readers because they must assume responsibility for understanding the text, themselves, and the world.

Probst, Robert E. *Transactional Theory in the Teaching of Literature*. ERIC Digest. ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL, 1987. 3 p. [ED 284 274]

Explains the relationship of transactional theory (a reciprocal, mutually defining relationship between the reader and the literary text) to the teaching of literature. Differentiates between the efferent stance, in which the reader is primarily concerned with what he or she will carry away as information from the text, and the aesthetic stance, in which the reader focuses primarily upon the experience lived through during the reading.

Pugh, Sharon L. *Teaching Children to Appreciate Literature. ERIC Digest* Number 1. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN, 1988. 3 p. [ED 292 108]

Presents two basic approaches to teaching children to appreciate literature at any level: the structural (traditional literary analysis) and the reader response approaches.

Teaching of Composition

Lang, Frederick K. "Varieties of Literary Experience for the Developing Writer." Paper presented at the "Developmental Education in the 80's: The Realities" Conference, 1983. 16 p. [ED 266 451]

Argues that the reader response criticism that has arisen in direct response to the New Criti-

cism can be adapted to the needs of the developing writer through its emphasis upon the experience of the reader engaged with the text. Asserts that the inventive application of the principles of reader response criticism can make writers out of developing writers.

Miller, Susan. "Is There a Text in This Class?" *Freshman English News*, v11 n1 p20-24 Spr 1982.

Elucidates the tenets of reader response criticism that are compatible with the classroom teaching of writing.

Price, Marian. "Reader Response in the Teaching of Composition." Paper presented at the Annual Meeting of the Florida College English Association, 1987. 17 p.[ED 292 129]

Suggests that reader response can enhance a composition class in many ways and that reader response, by incorporating both intellect and feeling into an aesthetic reaction to literature, restores the subjective aspect that some forms of criticism deny. Argues that because the reader response model insures that individual responses are listened to and respected, it encourages involvement as readers and commitment as writers, and it discourages conformity of thought and the tendency to parrot the teacher's interpretations.

Other Teaching Techniques

Athanases, Steven. "Developing a Classroom Community of Interpreters," *English Journal*, v77 n1 p45-48 Jan 1988.

Describes a discussion model based on the reader response approach which thrives on controversy and encourages students to become an active, responsible "community of interpreters."

Brozo, William G. "Applying the Reader Response Heuristic to Expository Text," *Journal of Reading*, v32 n2 p140-45 Nov 1988.

Describes a reader response heuristic which approaches expository texts on a feeling and experiential level. Focuses on the work of one student writer to show how the student's interpretations of a text on Arab-Israeli relations was mediated by the student's feelings and experiences.

Chase, Nancy D. "Reader Response Techniques for Teaching Secondary and Post-Secondary Reading. College Reading and Learning Assistance." *Technical Report* 85-07. Division of Developmental Studies, Georgia State University, Atlanta, GA, 1985. 12 p. [ED 263 535]

Describes a five-step technique for secondary and postsecondary reading instruction, compatible with reader response theory, and addressing the need for academically underprepared students to experience the validation of their personal responses to texts.

Chase, Nancy D.; Hynd, Cynthia R. "Reader Response: An Alternative Way to Teach Students to Think about Text," *Journal of Reading*, v30 n6 p530-40 Mar 1987.

Describes the fundamentals of reader response theory, focuses on the aspects most relevant to reading instruction, and presents a teaching method using reader response as a vehicle for improving students' ability to learn from text.

Kear, Lynn. "Teaching Film Studies: The Viewer Response Approach," 1988. 23 p. [ED 294 254]

Suggests that Louise Rosenblatt's reader response theory can be applied effectively to film study in the classroom. Contends that (1) several teaching methods can be used with the viewer response theory, such as using journals, class viewing of films/videos, immediate response papers, lengthy response papers, small group study, and conferences; and (2) the viewer response approach can result in richer, more meaningful film viewing experiences for both teachers and students and provide the basis for further, more involved film study.

McRae, Murdo William. "Turning Reader-Response Theory into Student-Centered Classroom Practice," *Exercise Exchange*, v31 n2 p21-23 Spr 1986.

Describes how reader response theory can be easily adapted to classroom practice, thereby sharpening students' interest in reading, increasing their capacity to reason and write, and fostering greater regard for different points of view.

Steiner, Linda. "Readers' Readings: Applications of Reader-Response Theory." Paper presented at the 70th Annual Meeting of the Association for Education in Journalism and Mass Communication, 1987. 31 p. [ED 284 221; microfiche copy available from EDRS; paper copy not available from EDRS]

Applies reader response theory to journalism. Posits that readers of newspapers, like readers of literature, take an active role in making meaning from the articles they read, rather than passively accepting news as a finished, static product. Concludes that (1) by incorporating reader response theory in journalism education, and changing the way journalists think, they may

come to understand how readers differ from one another, how they differ from reporters, and how reporters and readers together make meaning; and (2) the study of the linguistic and conceptual forms used by real people to give meaning to their situations would offer journalists new rhetorical tools.

Theory And Research

Bogdan, Deanne. "A Taxonomy of Responses and Respondents to Literature," *Paideusis: Journal of Canadian Philosophy of Education Society*, v1 n1 p13-32 Fall 1987.

Contends that stasis, stock, kinetic, spectator, and dialectic responses to literature all serve to deny the popular misconception that literary analysis invariably deals a death blow to the vitally engaged, spontaneous, and thus authentic response. Describes these responses and notes that the dialectic response to literature is the only response that moves between the precritical, critical, postcritical, and autonomous levels.

Golden, Joanne M.; Guthrie, John T. "Convergence and Divergence in Reader Response to Literature," *Reading Research Quarterly*, v21 n4 p408-21 Fall 1986.

Describes a reader response study indicating a high degree of agreement on reader beliefs and text events. Also finds that students who empathized with a particular character identified the story conflict as pertaining to that character. Suggests specific reader-based and text-based factors that produce convergence and divergence in reader response.

Harker, W. John. "Literary Theory and the Reading Process: A Meeting of Perspectives," *Written Communication*, v4 n3 p235-52 Jul 1987.

Examines the relationship between current concepts of reading processes and contemporary theories of literary response. Argues that text-based reading theories are isomorphic with the New Criticism, and that reader-based theories of reading are isomorphic with reader-response criticism. Maintains that literary theory ignores interactive formulations of the reading process.

Johnson, Nan. "Reader-Response and the Pathos Principle," *Rhetoric Review*, v6 n2 p152-66 Spr 1988.

Reviews and equates theories of reader response and rhetorical theories on audience response (the pathos principle). Concludes that the fundamental synonymity between them represents a significant bridge between analysis of literary texts and the dynamics of formal and social discourse and provides a theoretical foundation for teaching reading and writing.

ERIC/RCS *A Profile*

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3. **Go to the Subject Index Sections of the Monthly, Semiannual, or Annual Issues of *RIE*.** Read the titles listed under the descriptors you have chosen and note the six-digit ED (ERIC Document) numbers for those documents that seem appropriate for your information needs.
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A. A kindergarten teacher has been asked by some of his neighbors who have preschoolers if there is anything they can do at home to help their children get ready for writing in school. The teacher decides that the key concept involved is Writing Readiness.

B. The teacher checks that term in the *ERIC Thesaurus* at a nearby university library and finds it listed.

C. Selecting one of the library's volumes of *RIE*, in this case the January-June 1988 semiannual index, *the teacher finds the following documents in the subject index:*

Writing Readiness

Children's Names: Landmarks for Literacy?
ED 290 171
Integrating Reading and Writing Instruction at the Primary level. **ED 286 158**
Sister and Brother Writing Interplay.
ED 285 176
Writing Begins at Home: Preparing Children for Writing before They Go to School.
ED 285 207

D. **ED 285 207** Looks like an appropriate resource, so the teacher finds that ED number in a monthly issue of *RIE "January 1988" in the document resume section:*

ED 285 207 **CS 210 790**

Clay, Marie
Writing Begins at Home: Preparing Children for Writing before They Go to School.
Report No. ISBN-0-435-08452-6
Pub Date 87
Note 64p.
Available from Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50)
Pub type Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.
Descriptors_Case Studies, Family Environment, Language Acquisition, *Parent Child Relationship, Parent Participation, Parent Role, *Preschool Children, Preschool Education, Psychomotor Skills, Reading Writing Relationship, Writing Exercises, *Writing Readiness, *Written Language
Identifiers_*Childrens Writing, *Emergent Literacy, Writing Attitudes

Intended for parents of preschoolers, this book offers samples of children's writing (defined as the funny signs and symbols that pencils make) and attempts to show how parents can support and expand children's discovery of printed language before children begin school. Each of the eight chapters contains numerous examples of young children's drawing and printing, as well as helpful comments and practical considerations to orient parents. The chapters are entitled: (1) Getting in Touch; (2) Exploration and Discoveries; (3) I Want to Record a Message; (4) We Follow Sally Ann's Progress; (5) Individual Differences at School Entry; (6) How Can a Parent Help?; (7) The Child at School; and (8) Let Your Child Read. (References and a list of complementary publications are attached.) (NKA)

E. The teacher notes the price and ordering information for his neighbors. The teacher can then select other *RIE* documents to review from other volumes of the *RIE* index, or check *CIJE* for journal articles on writing readiness.

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ERIC/RCS

Submitting Material

Clearinghouse on Reading and Communication Skills
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New Policy Guidelines for Reading: Connecting Research and Practice by Jerome C. Harste (Indiana University)

Whole language is largely a theoretical approach to reading instruction, but it also includes an awareness of empirical research. Harste reviews the professional literature in relation to his approach to reading instruction. His 20-point set of guidelines for reading comprehension instruction constitutes a manifesto of Whole Language.
G05; $5.95; copublished by ERIC/RCS and the National Council of Teachers of English

New Perspectives on Comprehension, a symposium volume by Jerome Harste, Robert Carey, Ken Goodman, and several others

Published in 1979, this early statement of Whole Language theory is a foundational piece for anyone who wants to understand where Whole Language came from and what its original research base was.
G16; $4.95

Do it...!

Reading Strategies for the Primary Grades by Kim & Claudia Kätz

Many of the lesson plans in this ERIC/RCS TRIED volume involve a Whole-Language approach to accomplishing the prime goal of elementary language-arts instruction: making certain of basic literacy. A storehouse of clever ideas—using rhymes, pictures, and students' experiences to begin reading and writing & to build vocabulary and comprehension; story, poem, and semantic mapping; family stories, response logs, oral reading, and much more. Kim and Claudia Kätz are effective and leading Chapter-1 language-arts teachers in Michigan.
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Among other things, Whole Language is an appeal to teach the English language not as discrete skills to be learned by rote through boring exercises, but, rather, as an encounter with good literature. Alano offers strategies for teaching many novels, including *To Kill a Mockingbird, The Color Purple, The Scarlet Letter*, and other oft-taught works of interest to middle-school and high-school students. An annotated bibliography leads teachers to related resources in the ERIC database.
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